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ABSTRACT

A detailed financial and administrative services cost analysis indicates trends at John Tyler Community College (JTCC) as well as offering a comparison between JTCC expenditures and the Virginia Community College System Average. Rising costs per FTE are attributed to enrollment declines coupled with a decline in credit hours taken per student. Comparison by JTCC with the state system is undertaken to keep cost at a minimum yet still be consistent with fulfilling the purposes of the college. Other sections of the report include: (1) Purposes, (2) Background, (3) Organizational Chart, (4) The College Board, (5) Public Relations Activities of the President, (6) Instruction, and (7) Student Services. Maps, charts, graphs, and tables are included throughout. (AH)

JOHN TYLER
COMMUNITY
COLLEGE

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VIRGINIA COMMUNITY COLLEGE SYSTEM

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Annual Report

1973-74

JC 750 052

PREFACE

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John Tyler Community College, one of Virginia's statewide system of two-year public comprehensive community colleges, is located near Chester, Virginia, thirteen miles south of Richmond on U.S. Route 1.

Designed as a technical college for 900 students, the College role was changed during its 1966-67 construction to that of a comprehensive community college. It opened on October 2, 1967, with an enrollment of 1231, and in 1969, the College was accredited by the Southern Association of Colleges and Schools. Enrollment in the Fall of 1973 consisted of 2034 students in 24 programs across a spectrum ranging from traditional junior college curricula in the arts and sciences to preparatory offerings in basic verbal and mathematical skills, and emphasizing the job-oriented "occupational-technical" programs which serve approximately two-thirds of its students. A $3 million construction project which will double present facilities over the next two years began in March of 1973 and will be completed prior to the Spring Quarter 1975.

John Tyler Community College is a single-campus institution serving the cities of Colonial Heights, Hopewell, Petersburg, and Richmond south of the James River; and the counties of Amelia, Charles City, Chesterfield, Dinwiddie, Prince George, Surry, and Sussex. It is dedicated to the belief that each individual should be given a continuing opportunity for the development of his skills and knowledge along with an opportunity to increase his awareness of his role and responsibility in society. It is devoted to serving the needs of its region and assumes a responsibility to help meet requirements for skilled manpower through cooperative efforts with local industry, business, professions and government.

Educational opportunities are provided for adults as well as college-age youth. These include quality instructional curricula at the Associate Degree and Certificate levels and programs at the developmental level. A strong guidance and counseling program, along with a number of other student services, is also provided to help each student make sound decisions regarding his occupational, educational and personal goals and objectives.

Enrollment at the College reflects the career interests of its students. Thus, over 60 percent are enrolled in job-oriented studies, with an additional 15 percent in Developmental Studies from which most will go to Occupational Programs, and the balance of some 25 percent in College Transfer Programs. Our students' general attitude toward education is pragmatic: college either prepares them for specific jobs or upgrades them in positions already held concurrent with their studies. This practical orientation, coupled with the fact that most students have outside employment and/or family responsibilities, is perhaps the most outstanding characteristic of the College's general atmosphere.

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Our faculty average under 40 years of age. Those teaching traditional academic subjects average 10 years' teaching experience and all hold master's or doctoral degrees; those teaching occupational-technical subjects average 9 years' experience in those occupations, plus over 7 years' teaching experience, and 75 percent hold master's or doctoral degrees. Free from research and publication pressures, they like to teach and are good at it.

Our students range in age from the teens to the seventies. Ninety-eight percent are Virginia residents, and approximately 78 percent are from the primary service area; 2 of 3 are in job-oriented studies; 2 in 5 are female; 1 in 4 is a veteran; 1 in 5 is black. Focused on career goals, they want to learn and are serious about it.

Financial assistance programs are provided by the College in a continuing effort to assure that no qualified student will be denied opportunity to enroll because of financial need. The programs are administered by the Financial Aids Officer with the guidance of a Student Financial Aid Committee, appointed by the President and composed of two students and representatives of the administrative, counseling, and instructional staffs.

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PURPOSES

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John Tyler Community College is dedicated to the belief that each individual should be given a continuing opportunity for the development of his skills and knowledge along with an opportunity to increase his awareness of his role and responsibility in society. The College is devoted to serving the educational needs of its region and assumes a responsibility to help meet requirements for skilled manpower through a cooperative effort with local industry, business, professions, and government.

Educational opportunities are provided for adults as well as college-age youth. These include Curriculums at the Associate Degree and Certificate levels and programs at the Developmental Studies level. A strong guidance and counseling program, along with a number of other student services, is also provided to help each student make sound decisions regarding his occupational, educational, and personal goals and objectives.

The basic purposes of the College were prescribed by the General Assembly of Virginia in the Community College Act of 1966. These purposes declared that the College would offer:

a. Freshman and sophomore courses in the Arts and Sciences for transfer to Baccalaureate degree programs;

b. Technical education programs leading to the Associate degree;

c. Vocational education leading directly to employment;

d. Courses in general and continuing education for adults in all fields.

John Tyler Community College is responsive to the manpower needs of local industry and business. To meet these needs, the College is committed to a continuing education program for retraining in employment as well as for initial training for new employment opportunities.

John Tyler Community College is also committed to serving the people of its region through day and evening programs, both credit and non-credit.

JOHN TYLER COMMUNITY COLLEGE

ITS BEGINNING

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In 1966, the General Assembly of the Commonwealth of Virginia enacted legislation which created a state-wide system of comprehensive community colleges. John Tyler Community College was founded as a result of this legislation.

The basic purposes of the College were prescribed by the General Assembly of Virginia in the Community College Act of 1966. The College, responding to community needs, expanded its statement of purpose to reemphasize the goal of providing educational opportunities.

John Tyler Community College began classes on October 2, 1967, with 1,231 students. The College was dedicated on October 4, 1967, by Mills E. Godwin, Jr., Governor of the Commonwealth of Virginia. By the close of its second year of operations, the College had served 2,733 persons in college credit courses and some 1,000 others in non-credit programs. At the first formal graduation exercises on June 14, 1969, degrees and certificates were awarded to 61 students.

It was conceived as a technical school originally, but by the time the college opened this conception changed to that of a two-year comprehensive community college with expanded programs instituted with the community's needs in mind. The college grew more general in its orientation, although it still maintained its technical courses and programs. A transition was made toward a program of courses that would help meet the needs of students who wished to complete another two years of college at institutions offering B.A. and B.S. degrees.

The College was named after John Tyler, the tenth President of the United States. John Tyler began his public career in the state legislation and was elected five consecutive terms. At the age of 21, he won election to the Virginia House of Delegates, then was elected to the U.S. House of Representatives. He became Governor of Virginia from 1825-1827 and was subsequently elected to the Senate.

Throughout his life he took an active interest in public affairs and held many public offices. He early life was characterized by courage and independence which were to characterize his later life as well. His Senatorial career was marked by consistent support of state rights and strict construction of the Constitution.

He was Vice-President under William Henry Harrison upon whose death he succeeded to the presidency. Historians regarded Tyler as a President of exceptional courage and imagination who displayed great devotion to the principles of Thomas Jefferson.

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He was nominated for President in 1844 but withdrew and retired to Sherwood Forest, his estate near Charles City, Va. In November, 1861, he was elected a member of the Confederate House of Representatives, but he died on January 18, 1862, before taking his seat. Congress later authorized erection of a monument to Tyler's memory. Dedicated in October of 1915, the monument is located at his place of burial in Hollywood Cemetery, Richmond, Va.

In a marker, located on the grounds of the State Capitol, may be found the following inscription:

JOHN TYLER

State Legislator, U.S. Congressman,
Governor of Virginia,
U.S. Senator, Vice-President of U.S.,
Peace Commissioner,
Confederate Congressman and
Tenth President of the United States

This was the distinguished and illustrious native Virginian after which the College was named.

JOHN TYLER COMMUNITY COLLEGE ORGANIZATION CHART

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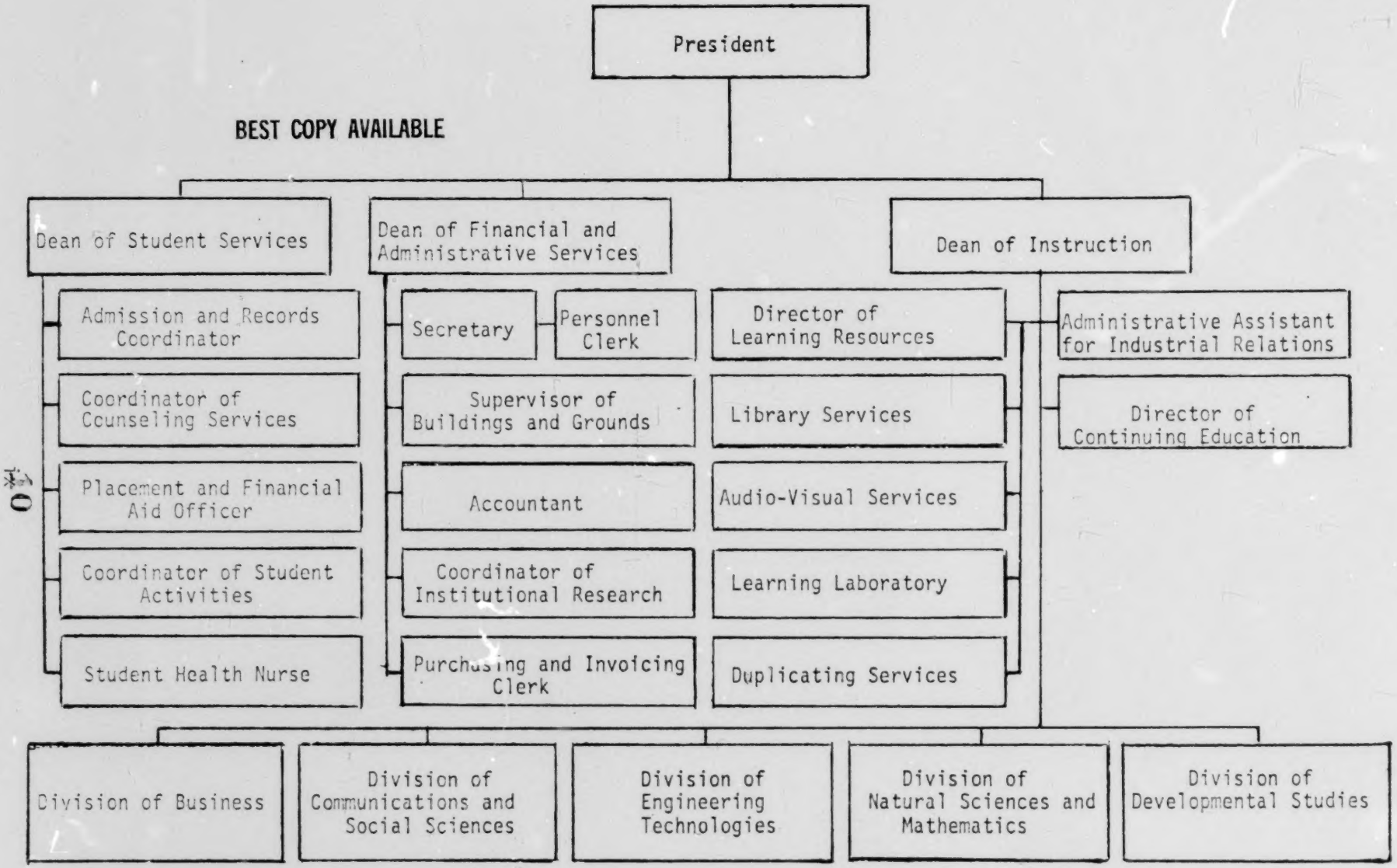

I. THE COLLEGE BOARD

A. GENERAL

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1. The John Tyler Community College Board is composed of 18 members appointed for staggered four-year terms by the legislative bodies of the eleven cities and counties of the College's primary service area (three members are appointed by Chesterfield County, three by the City of Richmond, and three by the City of Hopewell; two are appointed by the City of Petersburg; and one is appointed by each of the other seven jurisdictions; i.e., the City of Colonial Heights, the Counties of Amelia, Charles City, Dinwiddie, Prince George, Surry, and Sussex). Its principal officers are the Chairman and Vice-Chairman, elected for two-year terms. The Board meets quarterly or at the call of the Chairman, with a quorum of seven required. Four meetings were held during this year.

2. The Board utilizes an Executive Committee, consisting of the Chairman, Vice-Chairman, and Immediate Past Chairman as its only standing committee.

3. Reporting directly to the Board is the College President, who serves as Secretary to the Board. All meetings are open to the public except for Executive Sessions on personnel or procurement matters; and any member of the College faculty, staff, or student body who desires to present an item of business before the Board may arrange with the President to have it placed on the agenda.

B. MEMBERSHIP (1973-74)

1. City of Hopewell

Homer C. Eliades, Chairman (Term ends June 30, 1974—to continue as member of the Board.)

H. Randolph Jones, Jr.
Norwood W. Wilson, Jr.

2. Dinwiddie County

Robert S. Smith, Vice Chairman (Chairman-elect for 1974-76.)

3. Amelia County

Thomas Stark, III

4. Charles City County

Edward W. Eanes (Term ends June 30, 1974; Mr. Paige T. Curl designated as successor.)

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5. Chesterfield County

   B. Roland Freasier, Jr.
   Frank Cervarich (Vice Chairman-elect for 1974-76.)
   V. A. Hundtofte

6. City of Colonial Heights

   Lawrence N. Gering

7. City of Petersburg

   Fred Beck, Jr. (Term ends June 30, 1974.)
   Mrs. Bessie Jones

8. Prince George County

   James E. Rooks

9. City of Richmond

   C. Leland Bassett
   Edwin B. Brooks, Jr.
   James L. Londrey

10. Surry County

    Gordon C. Berryman, III (Term ends June 30, 1974.)

11. Sussex County

    Anne Dobie Peebles

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II. PUBLIC RELATIONS ACTIVITIES OF THE PRESIDENT DURING THE YEAR

A. SPEECHES MADE

1. Chester Intermediate School
2. Chester Presbyterian Church Group
3. Colonial Heights Kiwanis Club
4. Colonial Heights Rotary Club
5. Counselor Workshop at the College for Service-area Public Schools
6. Petersburg Kiwanis Club
7. Petersburg Shrine Club
8. Petersburg St. Marks Methodist Church Group
9. Service Area officials: dinner and campus tour
10. South Richmond Rotary Club
11. University of Virginia graduate classes
12. VCCS Self-Study Workshop at Waynesboro

B. SERVICE ON WORKING COMMITTEES

1. Board of Directors, Central Virginia Educational Television Corporation
2. Chester Little League
3. Continuing Education Committee of the State Council for Higher Education
4. Educational Programs Committee of the VCCS Advisory Council of Presidents (Chairman)
5. Executive Committee of the VCCS Advisory Council of Presidents
6. Fort Lee Advisory Council
7. Petersburg Chapter of Retired Officers Association
8. Richmond Chapter of Federal Bar Association; and member of the Association's National Committee on Constitutional Law
9. South Richmond Chapter of Rotary International (chairman, Youth Committee)
10. Southern Association of Colleges and Schools Visitation Committee at Angelina College, Lufkin, Texas

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11. Virginia State Chamber of Commerce

C. OTHER FUNCTIONS ATTENDED

1. Chesterfield County Chapter of American Red Cross: annual business dinner-meeting
2. Fort Lee: retirement of former commanding general
3. Piedmont Virginia Community College: dedication
4. Prince George County School System: "Appreciation Breakfast"
5. Richard Bland College: commencement
6. Southern Association of Colleges and Schools: annual meeting
7. State Board for Community Colleges: joint meeting with boards of individual colleges
8. United Givers Fund: awards dinner
9. Virginia State Chamber of Commerce: annual meeting
10. Virginia State College: centennial
11. Virginia State College: farewell for departing president
12. Wreath-laying ceremony: John Tyler's gravesite, Richmond

III. GENERAL

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A. ENROLLMENT

1. Enrollment for Academic Year 1973-74

a. Projected full-time equivalent enrollment (FTE) for the Fall Quarter 1973 was:

Day	Evening	Total FTE	Head-Count
1,375	175	1,550	2,066

b. Actual enrollment was:

Day	Evening	FTE	Head-Count
935	299	1,234	2,034

c. Although FTE day enrollment fell short of the projection, there was a significant gain in evening students.

d. While headcount over the past three academic years remained relatively constant, the average credit hours taken per student declined, resulting in a reduction in the FTE. Average credit hours per student for the three preceding Fall Quarters declined from 11.1 for Fall 1971, to 10.2 for Fall 1972, dropping to 9.1 for Fall 1973. This same downward trend was also observed in the Winter and Spring Quarters.

e. In comparison with Fall Quarter 1972, there were drops in enrollments from South Richmond, and Amelia and Charles City Counties. Students from Chesterfield, Dinwiddie, Prince George and Sussex Counties, and from the cities of Hopewell and Petersburg, registered for slightly more credit hours compared to Fall 1972 (totaling 1249 additional credit hours). Overall, however, there was a drop in total credit hours for the quarter-18,513-compared to 22,326 for the Fall Quarter 1972.

f. Enrollment projected for Fall 1974 is 1775 FTE, which equates to a head count of 2925 on the assumption that credit hours taken per student would average 9.1 hours-the same as for Fall 1973. Student enrollment was projected to grow at an average annual rate of 8.6 percent over the ten-year period, 1971-81. This rate of growth, however, has fallen short. It is expected that based on past trends the head count enrollment for Fall 1974, should approximate about the same as it was for Fall 1973, with an FTE between 1280 and 1300.

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2. STUDENT ENROLLMENT BY CURRICULUM
(Head Count)

Curriculum	Fall 73	Fall 72	Fall 71
COLLEGE TRANSFER			
Business Administration	88	120	165
Liberal Arts	64	86	96
Pre-Engineering	19	24	29
Pre-Teacher Education	49	65	114
Pre-Science	55	63	68
OCCUPATIONAL-TECHNICAL			
Accounting	47	34	36
Architectural Technology	19	26	33
Business Management	143	115	125
Chemical Technology	4	5	7
Welding	10	8	18
Data Processing Technology (Computer Programming)	63	85	131
Data Processing Technology (Unit Records)			
Key Punch	0	0	7
Machine and Computer Operations	0	7	19
Drafting	11	4	9
Teacher Aide	11	46	29
Electrical Engineering Technology			
Electronics Technology	38	44	71
Industrial Technology	13	15	21
Machine Technology			
Machinist	0	5	10
Machine Shop	4		
Machine Operator	5	10	6
Mechanical Technology	25	20	33
Mortuary Science	49	45	52
Nursing	74	82	59
Police Science/Corrections	49	53	59
Secretarial Science	55	65	71
Sub-Total	895	1027	1009

STUDENT ENROLLMENT BY CURRICULUM
(Head Count)

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Curriculum	Fall '73	Fall '72	Fall '71
DEVELOPMENTAL PROGRAM	344	112	58
UNCLASSIFIED	795	742	437
GRAND TOTAL	2034	1881	2016
Program			
Associate in Science	211	272	360
Associate in Arts	64	86	152
Developmental	344	112	58
Certificate Curriculums	41	46	118
Unclassified	795	742	437
Associate in Applied Science	579	623	891
TOTAL	2034	1881	2016

Trends:

Enrollment in the various curriculums for the Fall Quarter 1973 reflected--

a. Small increases in--

Accounting	Business Management	Mechanical Technology
Mortuary Science		Welding

b. With decreases in--

Business Administration	Liberal Arts	Pre-Engineering
Pre-Education	Pre-Science	Data Processing

Enrollment remained relevantly constant over the past three years for Unclassified students--up slightly from the prior year.

Enrollment in the Developmental program increased to 344, up from 112 in the prior year. In contrast, there was a 50% drop in enrollment in the Certificate Curriculums.

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3. STUDENT ENROLLMENT

BY MAJOR CURRICULUM AREA

Curriculum Area	J T C C Fall 1973		COMMUNITY COLLEGE SYSTEM Fall 1973		J T C C Fall 1972		J T C C Fall 1971	
	Number	%	Number	%	Number	%	Number	%
Health Sciences	123	6.1	1886	3.5	127	6.8	174	8.6
Business	396	19.5	8557	16.0	426	23.6	661	32.8
Public Service	49	2.4	1606	3.0	53	2.8	76	3.8
Liberal Arts - Education	124	6.1	4721	8.8	197	10.5	266	13.2
Science	74	3.6	1892	3.5	87	4.6	105	5.2
Engineering and Industrial	129	6.3	3676	6.9	137	7.3	239	11.8
Agriculture	---	---	134	0.3	---	---	---	----
Fine Arts	---	---	567	1.0	---	---	---	----
No Major	1139	56.0	30, 487	57.0	854	45.4	495	24.6
Total Enrollment	2034	100%	53,523	100%	1881	100%	2016	100%

TRENDS:

The relative distribution of enrollment among the major curriculum areas is about the same as the distribution of the System. However, enrollment in the Health Sciences and Business does have a larger distribution than the System, with enrollment in the other areas slightly below.

Comparing the distribution of the current academic year with the two prior years, there is a downward trend in enrollment in all curriculum areas, with an upward trend in those with "No Major."

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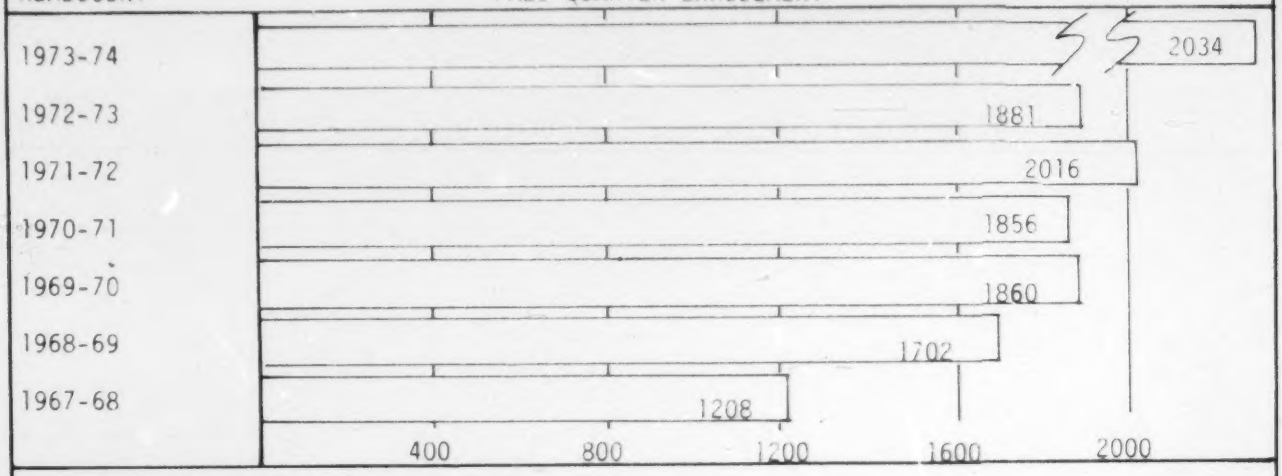
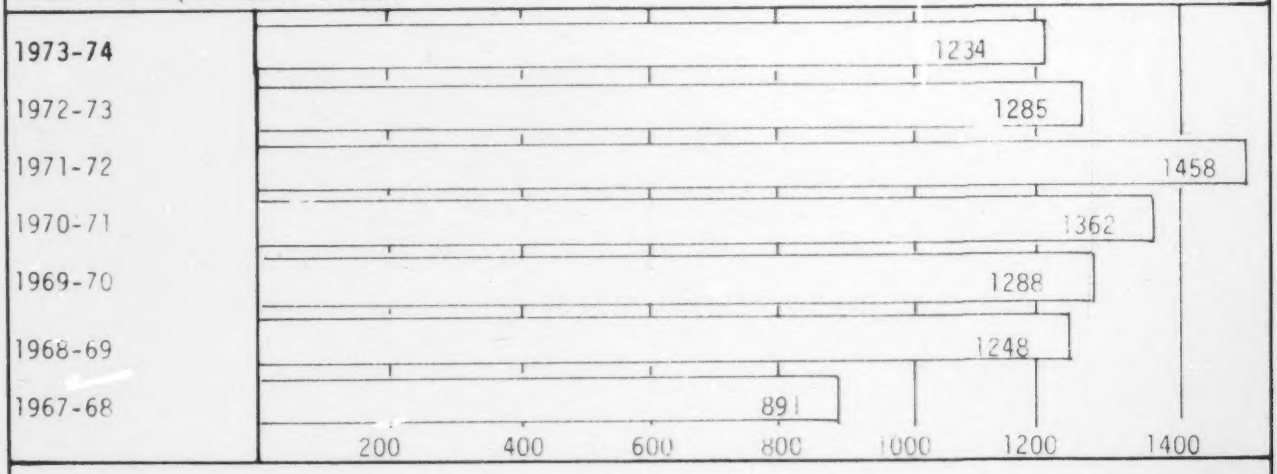
B. Enrollment Trend

HEADCOUNT



FULL TIME EQUIVALENT STUDENT



	FULL-TIME STUDENT	PART-TIME STUDENT
1973-74	805	1229
1972-73	915	966
1971-72	1087	929
1970-71	995	861
1969-70	1120	740
1968-69	1183	519
1967-68	838	370

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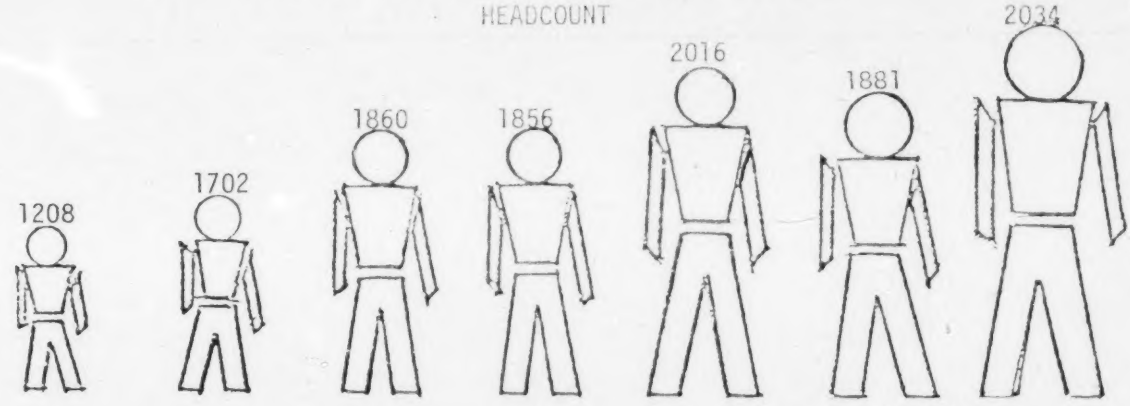
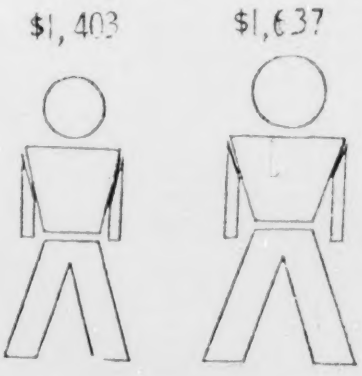
OPENING FALL ENROLLMENTS

HEADCOUNT





COST PER FULL-TIME
EQUIVALENT STUDENT

C. STUDENT PROFILE

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1. Fall Enrollment

a. Fall 1973 female student population showed a 3 percent gain over Fall 1972, and 8 percent over Fall 1971.

	Fall 1973	Fall 1972	Fall 1971
Male	1210 (59%)	1164 (62%)	1354 (67%)
Female	824 (41%)	717 (38%)	662 (33%)
Total	2034	1881	2016

b. There were more freshmen and sophomores compared to the preceding year. The number of developmental students increased over 300% and the number of unclassified students increased by 7% over the Fall 1972 enrollment.

(1)

	FALL		
	1973	1972	1971
Freshmen	1698	1565	1867
Sophomores	336	316	149
Total	2034	1881	2016

(2) Freshmen and sophomores enrolled in developmental courses and those in the category of unclassified totaled--

	1973	1972	1971
Developmental	344	112	58
Unclassified	795	742	437
Total	1139	854	495

Except for developmental and unclassified, all programs had fewer students enrolled--

	FALL		
Programs	1973	1972	1971
College Transfer	275	358	512
Certificate	41	46	118
Associate in Applied Science	579	623	891
Developmental	344	112	58
Unclassified	795	742	437

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2. Compared to the Community College System

Category	Community College System Fall 1973	1972	1971	John Tyler Community College Fall 1973	1972	1971	% variance w/1972
First Time Enrollment	41.7%	42.1%	50.0%	29.2%	35.7%	49.6%	-6.5%
Returning Students	47.8	49.1	46.0	55.9	56.5	39.3	-0.4
Transfer Students	10.5	8.8	4.0	14.9	7.8	11.1	+7.1

In comparison with the System, First Time Enrollments not only were down 6.5% from the preceding fall quarter, but also 12% below the Community College System.

Returning Students were about the same as last year and up over 8% compared to the System.

Transfer Students, up 7.1% over the preceding fall quarter, are also above by 4.4% of the Community College System.

	Community College System Fall 1973	1972	1971	John Tyler Community College Fall 1973	1972	1971	% variance w/1972
College Transfer	16.8%	20.7%	23.3%	13.5%	19.0%	23.4%	-5.5%
Associate in Arts	(4.6)	(5.8)	NA	(3.1)	(4.6)	NA	(1.5)
Associate in Science	(12.2)	(14.9)	NA	(10.4)	(14.4)	NA	(4.0)
Occupational Technical	26.3	28.6	29.9	30.5	35.6	50.0	-5.1
Diploma	(3.2)	(1.6)	(2.5)	(--)	(--)	(--)	(---)
Certificate	(1.2)	(3.7)	(3.3)	(2.0)	(2.5)	(5.8)	(0.5)
Associate in Applied Science	(21.9)	(23.3)	(24.0)	(28.5)	(33.1)	(44.2)	(4.6)
Developmental	7.9	8.2	10.1	16.9	6.0	2.9	+10.9
Unclassified	49.0	42.5	36.7	39.1	39.4	21.7	- 0.3

NA=Not Available

Compared to the System, students enrolled in College Transfer Programs were over 3% below, and up 4.2% in the Occupational Technical Programs.

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Students enrolled in Developmental courses more than doubled the System, with students in the unclassified category down 10%.

The Associate in Applied Science (A.A.S.) (28.5 percent) and Occupational Technical (30.5 percent) programs represented the largest segments of the enrollment population.

3. Freshman Student Profile for Academic Year 1973-74

On campus new students enrolled during academic year 1973-74 totaled 1686, or 26% of the total student population of 6470.

This segment of our student population may generally be described as --

(1) Male vs. Female

New Students		Total Student Body
55%	Male	57%
45%	Female	43%

or, maintaining approximately the same breakout as for the total student body.

(2) Race

Black students totaled 19%, compared to 23% for the total school population.

(3) Class Standing

Over fifty percent (52%) fell into the upper half of their high school class, of which 10% were in the top 10 percent.

(4) Distance from College

Approximately 85% of the new students were within a 20 mile radius of the College, with 50% of those within 10 miles.

(5) Major Goals

(a) Over 50% indicated as their major goal for attending John Tyler was either preparation for a specific job, a career field, or general preparation for employment, with 21% having as their goal to transfer to a four-year institution.

(b) Approximately the same percentage (23%) were attending to either increase their knowledge and education or for personal satisfaction.

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(c) As to their chance for achieving their goal, 86% felt that this was very high to high.

(6) Degree Level

(a) Except for one out of every five, these new students had as their goal a definite degree level of attainment, which 82% felt that their chances of achieving were very high to high.

(b) Some of these students were just beginning in a real sense, with over 22%, or 229, enrolled in Developmental courses.

(c) The levels of degree sought were --

Certificate	14%
Diploma	7
Associate in Applied Science	25
Associate in Arts or Science	6
Bachelor's Degree	18
Bound 4-Year Degree	10

(7) College Choice

John Tyler was 82% of the new students' first choice of colleges and 13% their second choice.

(8) Transportation

(a) Almost 90% use their personal or family car for transportation to the College, with another 6% riding with other students.

(b) While over 82% indicated that public transportation was not available, 90% stated that this was of no importance.

(9) Age Distribution

Based upon a sampling of 1,033 of the 1,686 freshmen enrolled during 1973-74 academic year, the approximate age distribution was --

(1) Approximately 30% of this sample population was 19 years and under.

(2) Over 44% were in the 20-29 year group--of this group, 25% were in the 20-24 age group.

(3) Approximately 15% were over 30 years of age, with about 12% over 40.

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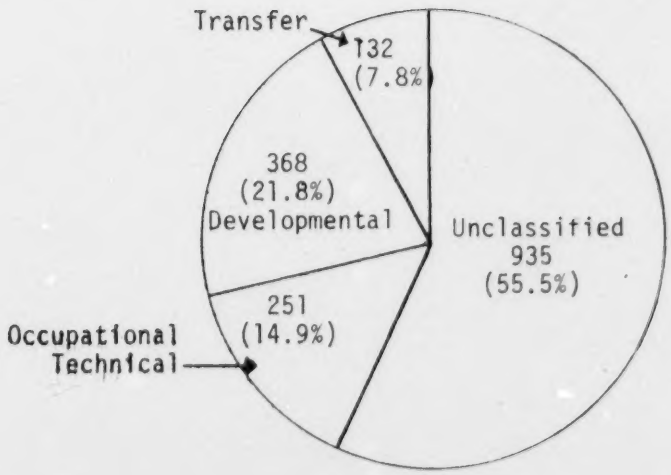
(10) Programs enrolled --

	Academic Year 1973-74	1972-73	1971-72
College Transfer	893	1113	1439
Certificate	193	292	365
Associate in Applied Science	1885	1872	2184
Developmental	971	560	315
Unclassified	2528	2327	1930

College transfer students dropped 19.8%, and those enrolled in Occupational-Technical curriculums remaining about the same as last academic year. Both Developmental and Unclassified students showed an increase up 73% and 9% respectively over last year.

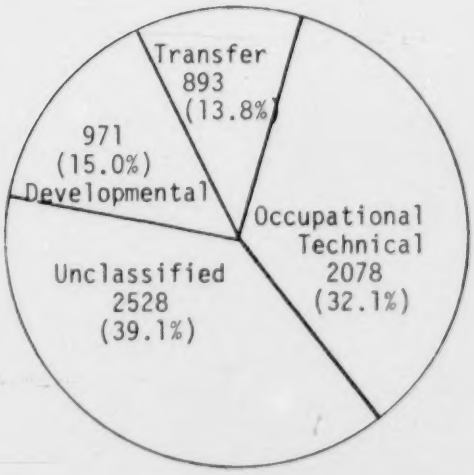
(11) New Students compared to Total Student Population

New Students
1973-74



Total
1,686 Students

Total Student Population
1973-74



Total
6,470 Students

(12) There were more freshmen, up 10% over the prior academic year, and the number of sophomores dropped 12%.

	Academic Year 1973-74	1972-73	1971-72
Freshmen	5275	4777	5382
Sophomores	1194	1357	851

D. GRADE DISTRIBUTION

Fall Quarter 1973

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	Total	A	B	C	D	F	I	W[b]	S[c]
Total Grade Distribution	5835	1322	1201	907	326	528	229	924	398
Occupational-Business	1091	259	255	181	85	69	42	198	2
Occupational-Technical	334	65	88	59	23	11	12	76	0
Natural Sciences	310	51	71	78	20	19	12	57	2
Social Sciences	955	194	209	208	76	44	26	198	0
Humanities	104	30	32	17	3	2	3	17	0
English	610	89	150	191	43	24	10	103	0
Foreign Languages	46	14	8	4	2	5	2	9	2
Mathematics	413	51	72	71	56	61	6	96	0
Developmental	738	0	0	0	0	273[a]	19	54	392
Orientation	420	247	24	7	4	7	86	45	0
Police Science	182	81	64	16	1	2	4	14	0
Mortuary Science	127	52	34	22	6	2	4	7	0
Nursing/Health	224	49	103	39	5	9	1	18	0
Physical Education	184	80	68	6	0	0	2	28	0
Pre-Teacher Education	97	60	23	8	2	0	0	4	0

[a] Includes Grades R & U

[b] Students dropping course

[c] Includes Audit Students

Fall Quarter 1973

(Academic Year 1973-74)

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1. Over 40% of the student receiving A's were enrolled in Pre-Teacher Education (61.9%), Police Science (44.5%), Physical Education (43.5%), and Mortuary Science (40.9%).

2. The percentage of students receiving either A or B was the highest in Pre-Teacher Education (85.6%), Physical Education (80.4%), and Police Science (79.7%). The lowest percentages were in Mathematics (29,8%) and Natural Sciences (39.4%).

3. The highest percentages of student receiving D's and F's, including drops from class, were in Mathematics (51.6%), Social Sciences (33.3%), Occupational-Business (32.2%), and Natural Sciences (31.0%).

4. Class drops (W) ranged from 10.7 percent to 23.2 percent, the highest in Mathematics. This was reduction over the prior Fall Quarter which ranged from 10.3 percent to 30.5 percent.

5. Students receiving F's were the highest in Mathematics and Occupational-Business; in the other disciplines, F's ranged between 1.7 percent to 6.3 percent.

6. The grade distribution A thru F compared with the prior Fall Quarter shows--

	Total Grades	A	B	C	D	F
Fall 1973	3690[a]	29.2% (1075)	32.0% (1177)	24.4% (906)	8.7% (322)	6.7% (248)
Fall 1972	4023[a]	25.6% (1029)	32.6% (1310)	25.8% (1038)	8.0% (322)	8.0% (324)

[a]Exludes grades W, I, and S; also excluded are the grades given in the Orientation and Developmental disciplines.

E. GRADE DISTRIBUTION

Winter Quarter 1974

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Total Grade Distribution	Total 4957	A 1119	B 1227	C 930	D 308	F 330	I 144	W[b] 656	S[c] 243
Occupational Business	1021	235	258	184	72	56	44	166	6
Occupational Technical	403	116	129	58	22	24	4	48	2
Natural Sciences	311	51	84	95	30	19	5	26	1
Social Sciences	886	168	251	216	71	45	24	111	0
Humanities	135	28	47	26	3	0	4	26	1
English	606	105	151	185	52	9	15	89	0
Foreign Language	42	14	11	7	1	0	1	5	3
Mathematics	351	70	53	76	47	40	8	57	0
Developmental	433	0	0	0	0	128[a]	5	71	229
Orientation	95	60	5	2	0	4	6	18	0
Police Science	210	87	65	23	4	0	19	11	1
Mortuary Science	96	36	39	13	3	0	1	4	0
Nursing/Health	126	34	49	33	0	2	3	5	0
Physical Education	162	85	48	6	2	1	1	19	0
Pre-Teacher Education	80	30	37	6	1	2	4	0	0

[a] Includes Grades R & U

[b] Students dropping course

[c] Includes Audit Students

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Winter Quarter 1974

Grade Distribution

1. The grade distribution for the Winter Quarter 1974 was skewed to the right with its high percentages of grades A and B.

2. The distribution excludes grades given in the Orientation and Developmental disciplines, as well as grades I, X, and W.

3. The mean grade was 2.71 compared to 2.69 for the prior Winter Quarter.

4. Class drops (W) ranged from 7.4% to 10% of the students, the highest in Orientation (19.0%), Occupational-Business (16.3%), Mathematics (16.2%), and Humanities (15.3%). Overall there were fewer students dropping courses in the Winter 1974 Quarter--585 compared to 645 in the prior Winter Quarter.

5. Students receiving F's were the highest in Mathematics (11.4%); in the other disciplines F's ranged between 0.6% to 6.1%.

6. The highest percentages of students receiving D's and F's, including drops from class, were in Mathematics (41.0%), Occupational-Business (28.9%) with all other disciplines, except for Occupational-Technical and Physical Education, approximating 25 percent.

7. Percent changes in Grades D and F--

	Quarter		
Grade	Winter 1974	Winter 1973	% Change
D	8.3%	6.5%	+1.8%
F	5.3%	8.5%	-3.2%

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JOHN TYLER COMMUNITY COLLEGE

F. Teaching Loads of Full Time and Part-Time Faculty
Academic Year 1973-74

ACADEMIC DIVISION	FACULTY FULL TIME	FACULTY PART-TIME[a]	TOTAL	AVERAGE NUMBER SECTIONS TAUGHT PER QUARTER	RATIO FACULTY:NUMBER OF SECTIONS	PERCENT OF SECTIONS TAUGHT BY PART-TIME FACULTY
Developmental	8	0.9	8.9[b]	30	1:3.3	10%
Business	14	4.3	18.3	79	1:4.3	22%
Communications and Social Sciences	19	2.5	21.5	96	1:4.5	8.9%
Counseling	3	---	3	13	1:4.3	---
Engineering Technologies	10	2	12	47	1:3.9	19.3%
Natural Sciences and Mathematics	20	6.3	26.3	64	1:2.4	9.1%
TOTAL	74	16.0	90	329	1:3.7	13.4%

[a] FTE Faculty

[b] The faculty of the Developmental Division is augmented, as needed, by the faculty of the Communications and Social Sciences and Natural Sciences and Mathematics divisions. This is especially necessary during the fall quarter. During the winter and spring quarters, the faculty of the Developmental Division augments, as required, the faculty of the Communications and Social Sciences and Natural Sciences and Mathematics divisions.

G. FACULTY SURVEY

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1. In a survey of the faculty, their views were obtained on class size, teaching workload, examinations, methods of instruction, student evaluations, administration, teaching experience, ...

2. As a result of this survey it may be concluded--

That most faculty members were satisfied with the number of students in the classes they teach. There was, however, a number of courses being taught with too few students to be considered optimum.

That large classes affect teaching effectiveness.

That the faculty had depth in teaching experience.

That students are frequently tested under the traditional methods used in examinations.

That much use was being made of our Learning Resources capability.

That although over 70% rated the value of class discussion from excellent to good, there did not seem to be any particular emphasis being placed on this method of instruction judging from the responses.

That there was general acceptance of student evaluation as feedback to the faculty member on how he might improve his teaching. However, there appeared to be some question as to the accuracy of these ratings.

That accessibility of the instructor to the student was high, with only 30% of the students not availing themselves of the opportunity to consult the instructor.

That most faculty members preferred morning classes, with about 20% indicating a preference for the afternoon.

That "drops" were no problem in about 38% of the courses, with the reasons for the remaining 62% falling within three major possibilities,

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That regarding recommended changes or renovations, over one-fourth of the responses indicated None. Another 22% suggested greater emphasis on practical exercises and case studies. This later view, however, may be remedied by the faculty member since methods of instruction and types of examinations are within his purview.

That periodic meetings met with general acceptance.

That duties, other than teaching, could be interferring with classroom performance as reflected in over 40% of the responses.

That either literature or an orientation lecture be made available to the faculty on the Cooperative Education Program.

That information be disseminated to the faculty on the increased capability of the new Learning Resources Center.

H. OPTIMUM NUMBER OF SECTIONS

1. A review was made on how well the college compared to the optimum number of sections to schedule based on average section size, contact hours, and method of instruction. The number of sections, based on these factors, was determined for each academic division and discipline and compared to actual. The actual was based upon the Quarterly Class Schedules, which could be at variance where sections were not run, cancelled, or adjusted to accommodate enrollment.

2. Comparing only the totals, the results of this review showed that some divisions ran fewer sections than the optimum, while others exceeded the optimum. The reasons for this variance can be influenced by several factors--average section size may be over or under stated, weekly contact hours in error, or class scheduling to accommodate class hours made it difficult to optimize the number of sections.

3. It was concluded from this review that class scheduling and number of sections run was being maximized consistent with available resources (faculty and space) and scheduled classes.

I. ACCREDITATION

John Tyler was initially accredited in 1969 by the Southern Association of Colleges and Schools. A Self-Study must be completed after four years of initial accreditation and every ten years thereafter, to reassess the objectives of the College, measure its success in attaining these objectives, explore ways and means by which its efficiency may be improved and, to plan for the future. Tyler's Self-Study began in the Fall of 1971 and was completed in April 1973. In May 1973, the College was evaluated by the Southern Association of Colleges and Schools and accreditation reaffirmed at the December 1973 annual meeting of the Association.

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J. COMMUNITY ACTIVITIES

1. UNITED GIVERS FUND

Response to the "United Way" (i.e., United Givers Fund) earned the College the 1974 "Outstanding Citizership Award." This was in recognition of those who contributed their time and energies to help our community.

2. U. S. SAVINGS BOND PROGRAM

a. On May 15, 1974, there were 49 employees enrolled in the U. S. Savings Bond Program.

b. The 1974 Savings Bond campaign yielded the following:

16 New Enrollees

19 Employees increased their savings

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IV. INSTRUCTION

A. SUMMARY

1. Faculty and Staff

For the Fall Quarter 1973 there were 73 full-time faculty and 43 adjuncts or part-time faculty, most of whom taught three to four credit hours. Anticipated for the Fall Quarter 1974 are 71 full-time faculty with probably no change in numbers of adjuncts.

Three faculty are on academic leave during the Summer Quarter 1974, three faculty will be on leave for 1974/75 academic year, and one faculty member will be on leave for the Fall Quarter 1974.

During the 1974/75 academic year, tuition reimbursement for academic study by the faculty (considered vital to the College instruction programs) amounted to $6,481.50 and represented approximately 260 credit hours of graduate study.

There were 17 promotions in rank, to be effective during the 1974/75 fiscal year.

During the Winter Quarter there were three faculty replacements, however, there were only three faculty who did not accept renewal contracts for the 1974/75 academic year.

2. Programs

New programs (1973/74) were:

Banking and Finance	A.A.S. Degree
Child Care Aide	Certificate
Food Service Management	Certificate

Automotive Technology (Approved but no instruction started) A.A.S.

Va. Dept. of Highways - Diploma program for Colonial Heights District employees. (An evening program)

Drafting Certificate - Full program at Federal Reformatory, Petersburg, Va.

Instruction was begun on courses which are a part of programs for which we anticipate a full curriculum offering. These were related to:

Fire Science	A.A.S. Degree
Mental Health Technology	A.A.S. Degree

New programs - anticipated 1974/75:

Automotive Technology	A.A.S. Degree
Mental Health Technology	A.A.S. Degree
Educational Secretary	Certificate
Clerk-Typist	Certificate

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Activity on program development is presented in the reports of each instruction division below.

3. Off-Campus

The impetus and program of off-campus instruction was a significant accomplishment in 1973/74. (Discussion in detail under "Continuing Education".) The map on the page following indicates the location of our off-campus instruction. We are pleased to start off-campus instruction in the Charles City and Surry counties.

Other significant achievements are contained in the separate division reports.

B. BUSINESS SCIENCES DIVISION

1. 1973/74

a. Accounting Program

During the academic year a continued effort was made to develop Audio-tutorial Lecture Tapes to correspond with a new text used in Principles of Accounting I, II, and III. A program was begun to rotate all accounting instructors among the various accounting courses so that each instructor could develop expertise in each course area. Students enrolled in Business Taxes were required to prepare individual income tax returns under the Internal Revenue Service sponsored Volunteer Income Taxpayer Assistance Program. This supplemented the lecture and problem approach used in the classroom.

b. Business Management

The faculty teaching Principles of Business Management I and II developed a new approach. Since Business Management II is an elective for many students, Business Management I was made a complete management principles course. Business Management II became a discussion course where Business Management majors and students with a real interest in management discuss various aspects of management not covered in Business Management I. For the first time computer assisted instruction was used in Business Statistics. Students were allowed to use the computer to solve homework problems and aid in analysis of exam problems. The case approach was used extensively in Personnel Management. The Banking and Finance curriculum received approval of the State Council of Higher Education. The following new courses were offered during the year: Credit Management, Money and Banking, Bank Management, Bank Practices and Philosophy of Management, and Principles of Real Estate I and II.

c. Data Processing

During the year the IBM System 3 System was installed. With the installation of the new system the department was able to offer Fortran

OFF-CAMPUS LOCATIONS

1973-74

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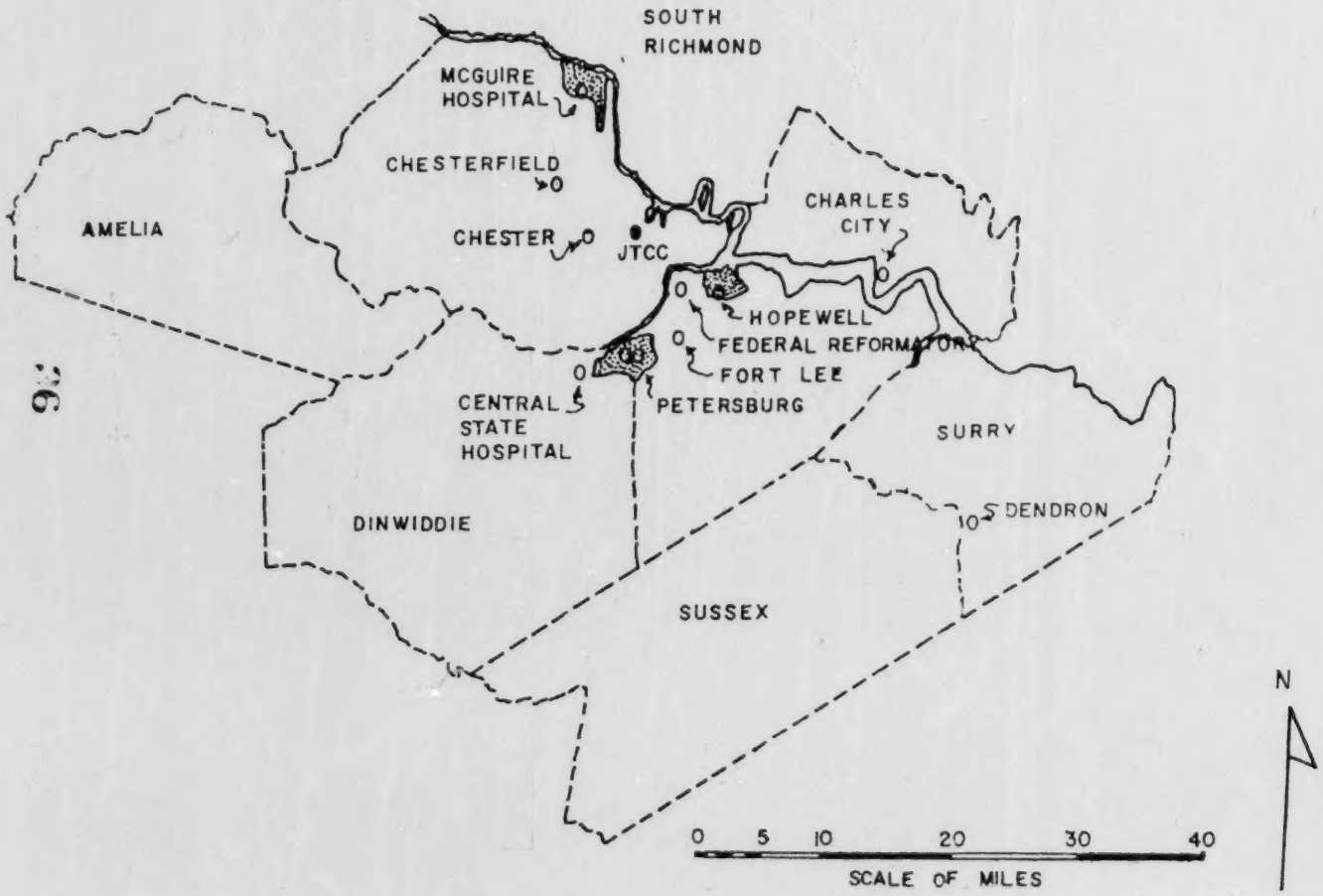

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and Advanced Report Program Generator in house. Data Processing students enrolled in the seminar class were placed in actual business situations. This program was highly successful.

d. Fire Science Program

A letter of intent was filed with the State Council of Higher Education on an A.A.S. Degree Program in Fire Science.

e. Police Science Program

The Police Science advisory committee suggested and adopted several changes in the Police Science program. Police Science faculty conducted a Drug Workshop in March. Corrections courses were offered on a part-time basis. Full-time coursework in the area of Corrections was hampered by the lack of physical facilities. Several colleges were visited by faculty members to aid in the construction of a police laboratory at the College.

f. Secretarial Science

Two new certificate programs were developed and submitted for approval to the Virginia Department of Community Colleges. These new programs are Clerk Typist Certificate Program and Educational Secretary Certificate Program. Both programs were developed to meet a community need. The programs were also approved by local advisory committees. Courses now being taught utilized speakers from outside the College. This program provided the students with valuable exposure to community business people. Secretarial students preparing to graduate were required to be interviewed by administrative personnel. The purpose was to simulate the employment process as well as a test of employable skills. National Secretarial Week was celebrated by faculty and students with a panel discussion of representatives of the National Secretarial Association presented on campus.

g. Workshops and Seminars

The following workshops and seminars were attended by the Division of Business faculty:

1. Business Workshop - Tidewater Community College
2. Central Virginia System 3 Users - Richmond
3. Crime Clinic - Richmond
4. Division of Justice and Crime Prevention - Petersburg
5. Local Disaster Preparedness Seminar - Charlottesville
6. PERT Seminar - Richmond
7. Corrections Seminar - Northern Virginia Community College
8. Fire Science Seminar - Central Virginia Community College
9. High School Career Day - Hermitage High School, Richmond
10. Data Processing Management Association - Richmond
11. Managing Your Job Seminar - Department of Welfare, Richmond
12. IBM School - Boston
13. National Secretary's Association - Richmond

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14. Virginia Association of Criminal Justice Educators - Lynchburg
15. National Accounting Association - Richmond

Talks on drugs were given by the faculty of police science at Brookland Middle School, Henrico County; First Presbyterian Church, Richmond; Colonial Heights High School, Colonial Heights; Ladysmith High School, Ladysmith; and Boy Scout Troop 740, Richmond.

h. Miscellaneous

Faculty members of the Division of Business served on the following committees and organizations:

Faculty Advisory Committee to the Chancellor of the Virginia Community College System

Assistant Director of Regional Police Training School, Crater Planning District

2. Projected Plans - 1974/75

a. The Police Science Curriculum will be revised as advised by the Police Science Advisory Committee.

b. The Police Science department will host a Police Management Seminar of three sessions conducted by Northwestern University under a Federal grant.

c. The police science laboratory will be completed.

d. Three regional training schools for law enforcement officers will be conducted for Chesterfield County and the City of Petersburg.

e. The Clerk Typist and Educational Secretary Certificate programs will be implemented.

f. The Banking and Financial Management course offerings will be expanded.

C. COMMUNICATIONS AND SOCIAL SCIENCES DIVISION

1. Instructional Aide Program

The Instructional Aide Program, which was added to the State-budgeted programs of the College last year, completed an important year of transition and continued to expand in enrollments and out-reach into the surrounding service area. The program began in 1970 as a totally funded EDPA project with a paid director and students who received stipends and free tuition. It was an escapsulated, special curriculum wholly dependent upon outside financial support. In July of 1973

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Federal funding for the program ended and it became a regular program of the College. A new program head, Mrs. Yvette Ridley, who assumed responsibility for the program on August 1, 1973, used the summer for the implementation of two objectives:

a. The prudent use of existing equipment, office supplies, and capital funds so that the on-going program would receive the maximum benefit from having been Federally funded.

b. The development of a completely institutionalized program which, on its own merits, would attract sufficient numbers of students to become self-sustaining.

The first objective included the preparation of a mini-budget which allocated the original program's unexpended funds to the following priorities:

a. The existing secretary was retained and her know-how contributed immeasurably to the continuity of the program.

b. Travel funds were spent to visit superintendents, principals, supervisors, groups of teacher aides, and day care centers.

c. Students were encouraged to start application and placement test procedures immediately, so that they could begin to fit smoothly into regular course offerings at the College. (Previously students in the program were not required to take admission tests; they attended specialized courses "for instructional aides only", and generally went through the program as a group, with each course being offered specially for them at one specific time during the school year.)

Results of admission placement testing disclosed that many students needed enrichment in reading, composition and basic mathematics skills. Available funds were then used to give workshops in these subject areas. A comparison of pre- and post-test scores showed an average (mean) increase of 18 points or approximately three grade levels on the S.R.A. (math) test. An average increase of 13.3 points (approximately two grade levels) was gained on the Nelson-Denny Reading Test.

The second objective--institutionalization of the program--has proceeded with the following results. The aides now follow College admission and placement procedures with the result that we have students on all the different community college levels. A few are enrolled completely in Developmental Studies Courses which will prepare them for entry into the regular curriculum. A majority are enrolled fully in the Educational Services Program, taking associate degree level college courses and college transfer level courses, along with specialized education courses.

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Students from other curricula also are taking one or more education courses for career exploration, and some housewives have enrolled for courses such as Early Childhood Education and New Math Concepts, so as to better understand and help with their children's problems in school.

A 1973 summer remedial program held in Dendron, Virginia, was the first regular off-campus course to be offered by the program. During the Fall and Winter Quarters additional courses were taught there, and by Summer 1974 total enrollment at Dendron had reached 42 students. In addition, during the year three classes were held in two locations in Petersburg and another class was held in Charles City County.

A Day Care Certificate Program was approved by the VDCC in August, 1973, and was incorporated into the existing Instructional Aide Program. A new designation, Educational Services, has been adopted as a descriptive term for general reference to the staff and office which handle both the Instructional Aide and the Day Care Aide Programs.

During the Spring Quarter of 1974 a total of 88 students were enrolled in Educational Services courses. In the Summer of 1974 regular Educational Services courses were offered in the summer schedule for the first time, with one class in Surry County and two classes at the College.

In order to support the necessary instruction for the expanding Educational Services Program, a full-time education teacher, who holds a master's degree and who was a participant in the original Instructional Aide Consortium has joined the program staff. Her experience will help develop a model Day Care Center.

During the past year the Educational Services staff led or participated in five workshops held in our local service area under the sponsorship of the College, for these groups: Chesterfield County Public Schools; Children's Television Workshop for Parents and Teachers; Day Care Centers (Hopewell and Chesterfield County); Parents and Teachers of the Mentally Retarded (Hopewell); Special Educational Needs of Local School Systems (discussion group with representatives of 11 local school systems).

2. Proposed New Program in Mental Health Technology

In the Fall of 1973 a Letter of Intent was submitted to the VDCC requesting permission to initiate a new two-year A.A.S. Degree Program in Mental Health Technology. The A.A.S. degree in Mental Health Technology was proposed to meet an acute need for trained technical personnel in the mental health field for institutions in our service area. Two public institutions near John Tyler Community College have expressed an interest in upgrading their large non-professional staffs who serve as attendants, developmental aides, and psychiatric aides. Central State Hospital (Petersburg) for the mentally ill has 724 established positions presently budgeted for aides, and the Petersburg Training School, which works with the mentally retarded, has 460 budget positions for aides. In addition to the 460 presently budgeted positions for aides, Dr. Wayne Thompson, Assistant Director of Training at Peters-

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burg Training School, has indicated that an additional 200 aides have been requested by 1975.

In response to requests from several departments at Central State Hospital, an initial psychology course for staff aides was offered by John Tyler Community College at Central State Hospital in the summer of 1973.

During the Fall, Winter and Spring quarters, eight further courses were offered at the hospital in response to requests from the hospital staff and the Virginia Department of Mental Health and Mental Retardation. A total of 137 staff members at the hospital have been enrolled in these classes in the past year.

The Director of Training and Career Development for the Virginia Department of Mental Health and Mental Retardation has indicated strong interest in the establishment of a two-year degree program for Mental Health at John Tyler Community College, which would assist the Department and the Training Directors at these institutions to upgrade institutional staffs by improving attitudes and providing training which prepares personnel to fill positions requiring higher level communications, technical and psychological skills.

At the Petersburg Training School, the Assistant Director of Training has indicated a similar desire to provide college course instruction and credit for 460 staff members there.

The Virginia Department of Mental Health and Mental Retardation now has received official approval of a National Institute of Mental Health New Careers Grant for a three-year pilot project to train 25 mental health technologists at Central State Hospital, beginning July 1, 1974. The proposal includes John Tyler Community College, along with other local institutions, as a source of instructional support assuming that the curriculum in Mental Health Technology is available or in prospect at the College.

Representatives of the College have met regularly with staff members of Central State Hospital, Petersburg Training School, and the Department of Mental Health to discuss a projected curriculum in Mental Health Technology to be submitted as soon as approval of the Letter of Intent is received by the College.

3. Proposed Orthotist-Prosthetist Training Program--McGuire Veterans' Hospital

The Division Chairman and the Program Head for Educational Services have participated in a series of meetings called to discuss the establishment of an Orthotist-Prosthetist training program for McGuire Veterans' Hospital personnel. The program would provide opportunities for veterans and skilled hospital employees to train for a professional career in a new field which formerly employed experienced artisans but is expanding into a highly technological profession. The Veterans'

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hospital and a local prosthetic firm have indicated that there are now approximately 50 job openings and that there will be a continuing need for the certified professional orthotist and prosthetist. Some persons have already begun application and placement procedures in order to begin taking classes in the summer session, 1974.

4. Curriculum Revision and Special Instructional Activities

English 101 and 102 - Communications Skills I and II. A general review and revision of the curriculum and syllabus for this non-transfer communications course was completed and new textbooks were selected for use beginning in the fall of 1974.

English 251-2-3-, 261-2-3, 271-2-3. Survey of American Literature, Survey of English Literature, Survey of World Literature. A review and revision of the syllabus for these transfer-level courses was completed and new textbooks were selected for 1974/75.

Literary Magazine--Volume I of Sherwood Forest, the first literary magazine to be published at the College was produced in the Spring of 1974 by a class in Creative Writing, with the assistance and support of communications staff members and funding from Student Services.

5. Professional Meetings and Related Activities

a. Conference on Child Care in A Changing World, University of Pittsburgh.

b. Modern Language Association. The communications division chairman was one of three community college representatives elected to a three-year term of the Delegate Assembly beginning in 1974.

c. National Council of Teachers of English Conference, Kalamazoo, Michigan.

d. The Southeastern Conference on Teaching English in the Two-Year College, Jackson, Mississippi. John Tyler Community College has been designated as host college for the 1977 Conference of this organization in Williamsburg, Virginia.

e. The Virginia Psychological Association.

D. DEVELOPMENTAL STUDIES DIVISION

1. General

The Division of Developmental Studies prepares students, who have a strong desire to better their education but are hampered by certain academic deficiencies, for entrance into the curriculum or program of their choice. It concentrates its attention in the subject areas of reading, mathematics and English composition. The division works with the other divisions and services of the College in the interest of meeting the broader preparatory needs of our students.

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In the Fall Quarter, 21% of the total instruction of the College was in Developmental Studies. Nearly 60% of those students enrolled in Developmental classes successfully met the objectives of the courses while 40% were reenrolled or given "U" grades.

The division has an especially trained and experienced faculty of eight full-time and two part-time members and shares faculty members from the Division of Communications and Social Sciences and the Division of Natural Sciences and Mathematics. A permanent Developmental Studies Counselor is assigned by the Counseling Department.

General division activities and accomplishments include the following:

a. Developmental Studies Workshop: In order to improve developmental studies instruction a workshop was sponsored on Thursday, March 28, 1974 by John Tyler Community College for developmental studies faculty and other interested personnel of the Virginia Community College System.

   Five seminars were planned by the division in response to selected topics of interest identified by a pre-workshop systemwide survey.

   Seminar No. 1 dealt with "Value Clarification" and was led by Dr. Barbara S. Fuhrmann, an assistant professor of Education at VCU and the co-author of Discovering Your Teaching Self. She used a variety of methods to explore and clarify attitudes inherent in value laden issues.

   Seminar No. 2 dealt with problems of reading instruction and diagnosis. It was headed by Dr. Edmund Henderson, Director of the McGuffey Reading Clinic at the University of Virginia, and his assistant, Dr. Vic Culver.

   Seminar No. 3 was entitled "Developmental Studies Program Development." It was headed by Dr. Lloyd Leake of V.P.I. and S.U., College of Education, along with Alan Arnold of Dabney Lancaster Community College. They explored program, course and instructional alternatives for developmental studies.

   Seminar No. 4 dealt with "Classroom Communications--Interactional Analysis." Several members of the V.P.I. extern course in developmental studies planned and presented this seminar on "Classroom Communications." Ms. Betsy Little of John Tyler Community College led the seminar which involved the audience in the exploration of teacher-student communication and the subsequent methods of evaluation.

   The fifth seminar dealt with the relationship of developmental studies to the College program. Mr. Paul Saylor of NVCC conducted a panel composed of Dr. Henry Rejent, Tidewater Community College, Mr. Jim Presgraves, Wytheville Community College, and Ms. Joy Collier of Paul D. Camp Community College.

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They discussed the relationship of developmental studies to the rest of the College program and explored the factors which would determine whether or not a separate division of developmental studies should be established.

Various AV presentations were shown throughout the conference. Approximately 80 people from within the system, and two or three from other institutions attended the workshop. A post-workshop evaluation indicated strong, positive feelings towards the workshop and the opportunity to exchange ideas with other participants.

b. Faculty Office Rearrangement: Subject area communication and articulation was enhanced by the reassignment of developmental faculty members in English and mathematics to common offices.

c. Pre-Release Education Program (PREP): A PREP program was developed and offered for active-duty service personnel at Fort Lee in Petersburg, Virginia in the summer session of 1973. This program was dropped after one session because of lack of adequate enrollment to financially support the program.

d. Our placement testing program has been improved and modified as noted under subject area reports. The program will be further improved with the discontinuance of the dual testing program which we have been running for three years. The College is seeking approval at the State level to discontinue the use of the College Guidance and Placement test. The test is costly in terms of time and money and provides little useful information. The in-house testing program has proven itself to be most useful and with the addition of an algebra test has the support of the institution.

e. The course, Psychology 09--Preparation for College, was developed and offered on an experimental basis in the Fall Quarter. Three sections of the course were team taught by the Division Chairman of Developmental Studies, three counselors and one psychology teacher. Each of the three teams taught the course differently. Student reaction varied but was generally very favorable. It is intended to try to meet this need with a credit psychology course next year.

2. Reading Program

An intensive textbook readability level analysis on over 90 percent of the College textbooks was completed. Specific reading level prerequisites for each curriculum and program in the College were established. The programs and their exit levels (in terms of grade reading levels) for satisfactory completion of the developmental reading program are as follows:

	Grade Level
a. Two year degrees	11.0

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	Grade Level
b. Certificate programs	
1. Drafting	10.0
2. Machinist	10.0
3. Teacher Aide	9.0
4. Welding	9.0

A tape/slide presentation of the reading program was prepared and shown at a regional conference in English, a developmental studies workshop for the community colleges of Virginia, to numerous educators, and has been selected for presentation at a national conference in reading for the Fall of 1974. A program booklet was also prepared to supplement the tape/slide presentation.

Two diagnostic devices, the Titmus Vision Tester and the Audiometer, were purchased to screen students for physical deficiencies. Many students have visual or auditory deficiencies affecting t eir reading skills and study habits and are unaware of the need for corrective measures. These students are now screened with the help of the College nurse and are referred to local ophthalmologists, optometrists, physicians or other agencies for help.

The cross-index file which specifies materials available for any specific skill deficiency has been supplemented by study skill packets. These packets provide information on the various hardware within the laboratory and on various study skills.

The free-reading aspect of the program was upgraded with the initiation of a paperback book collection from among the students and faculty of the College.

The speed reading course (English 117) has been very successful during the past academic year and should continue to be very popular with the addition of the Time-Life Video speed reading program, narrated by Dick Cavett. This course has now been incorporated into the Developmental Studies Division.

The testing program has been upgraded in terms of relevancy and test security with the addition of forms C and D of the Nelson Denny Reading Test. The video-tape and audio-taped instructions have been modified to include these forms of the test.

Students have improved their reading abilities 1 1/2 years, and the passing rate for the program was approximately 65% for one quarter of Developmental Reading.

3. Developmental Mathematics Activities

Arithmetic is now offered in a traditional format (lecture) for those who prefer this appraoch. For other students we continue to offer an individualized course.

The lecture and individualized algebra and arithmetic courses have been modified with the use of identical text materials so that a

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student may switch from one mode of instruction--either a temporary or permanent change--at virtually any point in the course. The advantages of this flexibility are numerous.

A Developmental Math Program tape/slide presentation and booklet has been developed.

An organized remediation program has been established for students in upper level math courses. Thus, students who have taken Developmental Math and forgotten a particular topic or non-developmental upper level who never learned a particular topic can receive additional developmental instruction and remediation.

A significant improvement in the program has been brought about by the offering of combined individualized arithmetic and algebra courses in one classroom. This has allowed us to offer arithmetic and algebra in our evening program every night thus providing schedule flexibility and time availability to these students. Furthermore, class sections with low enrollments which would otherwise be cancelled and unavailable to those evening students, are thus combined and become economical to offer. An additional benefit is that when an arithmetic student finishes the course objectives early in the quarter, he can get a head start in algebra by beginning that course on the spot.

A mini-quarter course was offered in intermediate algebra before the fall quarter in order to provide a headstart opportunity to students so that they could start their regular math program in the fall.

The developmental math faculty are currently preparing an institutional math placement test which will allow us to improve our placement testing program, and consequently to offer an intermediate level algebra course to meet the needs of those students whom the counseling department have pointed out are entering between the current developmental and upper level math offerings.

The success of the developmental algebra sequence in preparing students for upper level math courses is demonstrated by a survey run on the progress of students who completed the developmental algebra sequence in the Spring of 1973 which shows that all students who took any upper level math course passed the course. Of the students who took upper level courses, 72% of post developmental students received a grade of C or better while only 43% of the non-developmental students received a successful grade.

4. English Activities

During the 1973/74 school year students entering Developmental English were placed into sections in accordance with composition skills demonstrated on a writing sample. Students with very limited language capacity were placed in a section designed to help the student understand the basic elements of the English sentence, with special emphasis upon verb formation. Students in this section were adjudged to be those students who could not reasonably be expected to be successful in one quarter of Developmental English.

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The students placed in "regular" Developmental English sections were those students who might complete requirements in one quarter. Emphasis in these sections has been placed upon mechanics and fluency, and students get practice in writing as many as thirty-five to forty-five papers each quarter. English faculty members have been pleased with the concept of "pre" and "regular" sections.

As the Developmental English program develops, the English faculty members will probably continue the trend to place added emphasis on fluency, along with mechanics.

In the area of testing, the English faculty developed a grammar test that entering students were required to take, along with the writing sample. It has proved to be of little value in determining the placement of students and consequently will be discontinued.

A tape/slide presentation explaining the Developmental English program was developed.

Some current plans under consideration for application in the fall include:

a. Revision of course objectives and incorporation into a course syllabus.

b. The development of a PSYC 09 course for students to take concurrently with the "pre" 01 English section, thus insuring adequate counseling and advice for those students most in need.

c. The development of plans so that all Developmental teachers might meet at least once a quarter to discuss the problems of students as they relate to performance in the various disciplines.

d. To adjust to some decline in enrollment, it was decided not to hire a replacement for one of our faculty members who has been granted an academic leave of absence for a year.

E. ENGINEERING TECHNOLOGIES DIVISION

This report will summarize, by brief comments, the activities of the Division of Engineering Technologies during the college year 1973/1974. Included in this report is a summary of significant developments during the last college year.

1. Developments - 1973/1974

During the 1973/1974 academic year, the Division of Engineering Technologies placed continued emphasis on upgrading the level of instruction, public relations, and meeting the needs of the industrial community.

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Listed below are the significant activities of the Division of Engineering Technologies for the college year 1973/1974.

2. Goal Setting

a. At the beginning of the 1973/74 academic year, each faculty member responsible for a curriculum was expected to set some specific objectives for the year.

b. In order to generate some worthwhile action toward realistic goals, quarterly evaluative conferences were held and progress reports were submitted to the division chairman.

c. At the conclusion of the Spring Quarter, a final session was held with each faculty member to go over the final report.

3. Task Groups

Four task groups were formed at the beginning of the Fall Quarter to study various problems within the Division of Engineering Technologies. Each task group, its chairman, and specific assignment is as follows:

a. Student Recruitment

Significant results: Since high school recruitment is the responsibility of the Counseling Department, recruitment efforts by members of the Division of Engineering Technologies were directed towards the business and industrial communityas well as State and Federal agencies. These efforts greatly increased enrollment in the evening programs both on and off campus.

Valuable contacts were made through personal plant visits and membership in local professional organizations. General contacts were made through press releases and brochures.

b. Mathematics

Significant results: The group decided that the cut-off score of 48 on the SRA arithmetic test was satisfactory.

The group agreed that the MATH 11-12-13 and MATH 121-122-123 course sequences, as they were being taught, were in keeping with the mathematical needs of the programs in the Division of Engineering Technologies. Moreover, a continued effort will be made to review and select the best textbooks for these courses.

It was also agreed that the prerequisite for MATH 121-122-123 should be two years of algebra and one year of

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plane geometry or equivalent. This would replace the current prerequisite of three units of high school mathematics other than general mathematics.

c. Computer Utilization

Significant results: With the aid of the Data Processing Department and Engineering Students, the System 3 IBM computer was made operational in FORTRAN IV Language. It was concluded from this experience that an educational package whereby a student could be turned loose on the computer would not be practical. IBM has such a package but operation time and the extraneous information in the package would make it impractical for student or faculty use. Faculty desiring to use the computer should have some personal instruction either in a special workshop or as part of one of our regular FORTRAN classes for Engineering or Engineering Technology students. Many sample programs developed by Mr. Klotz and former students are available for use as demonstration and starter programs.

d. College Catalog

Significant results: The"Major/Core Curricular Design for Degree Programs" was implemented for the Division of Engineering Technologies' section of the 1974/1975 College Catalog.

4. Coordinated Internship

The Division of Engineering Technologies, under the guidance of Mr. H. Barry Edwards, Associate Professor of Drafting, initiated the Coordinated Internship program.

The Coordinated Internship program is a means of enhancing formal classroom instruction with organized training in an actual work situation. While participating in the program, a student spends a portion of the day in class and a portion on the job.

The student makes a smoother transition from the academic environment into the world of work by participating in the Coordinated Internship program. The practice of encouraging students to acquire practical experiences in the application of skills taught in the classroom has proven to be successful. In addition, the student is able to earn while he learns.

During the Winter Quarter, 1974, three students took part in the Coordinated Internship program in the areas of Industrial Technology and Electronics Technology. Also, during the Spring Quarter, three students participated in the program in the area of Electronics Technology. Moreover, five work stations were found for students for the Summer Quarter in the areas of Industrial Technology, Architectural Technology, Mechanical Technology, and Electronics Technology.

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The following companies participated in the Coordinated Internship program during the 1973/1974 Academic Year:

a. Allied Chemical Corporation

b. Reynolds Metals Co.

c. Atlantis Sound

d. IBM Corporation

e. Radio & TV Service, Inc.

f. Continental Can Co., Inc.

g. Snavely Construction Corporation

h. Industrial Machine Service

5. Apprenticeship Programs

The Division of Engineering Technologies in cooperation with the Virginia State Highway Department has completed full plans for two more cooperative Highway Employee Apprenticeship programs to begin Fall Quarter, 1974. These evening programs have been designed for the Drafting and Design Section and the Bridge Section. This brings to three the number of programs to be conducted for the Virginia State Highway Department. The Materials Section apprentices completed their first academic year at the end of the Spring Quarter.

6. Off-Campus Instruction

a. The Division of Engineering Technologies began offering its Drafting Certificate Curriculum to inmates at the Federal Reformatory, Petersburg, Virginia, Spring Quarter, 1974. Twenty inmates are enrolled on a full-time basis in the program.

b. The Division offered two courses, Elements of Collective Bargaining and Safety & Health Standards, at Hopewell High School during the Fall Quarter. The courses were offered as part of the evening program and attracted personnel from the surrounding industrial community. A noteworthy feature of the courses was the use of recognized professionals as instructors.

c. The Spring Quarter Principles of Surveying class used a section of the Petersburg National Battlefield Park as a field Laboratory. A monument relocation project was conducted on Saturday mornings.

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7. Field Trips

Field trips were taken to various local industries during the academic year. These included A.M.F. - Union Machine Division, Froehling and Robertson, Brenco Bearing, and Reynolds Metals.

8. Faculty Professional Activities

a. Mr. Joseph T. Jordan, Associate Professor of Mathematics, was named an Outstanding Educator of America.

b. Mr. Stephen B. Schilling, Assistant Professor of Engineering Technology, visited Goochland High on November 19. He discussed what a technician does, where he works, and what skills he should intrinsically possess.

c. Mr. H. Barry Edwards, Associate Professor of Drafting, attended the National Workshop on Federal Programs and Resource Development at Washington, D.C., November 26 through 28.

d. The Division Chairman participated in the Virginia Community College Life Career Development Workshop at the Virginia Beach Hilton Inn, Virginia Beach, Virginia, February 13 and 14.

e. The Division Chairman attended the National Clinic on Technical Education at Columbia, South Carolina, March 27 through 29.

f. Joseph T. Jordan, Associate Professor of Mathematics, attended the National Council of Teachers of Mathematics Annual Meeting at Atlantic City, New Jersey, April 17 through 20.

g. Mr. William G. Wyatt, Instructor of Drafting, participated in a workshop dealing with the problems and uses of the two management techniques of Critical Path and Periodic Evaluation and Review Technique, Martinsville, Virginia, on May 3.

h. Mrs. Helen F. Troland, Assistant Professor of Engineering and Architecture, was appointed to two committees for the Virginia Chapter of the American Institute of Architects. The committees Mrs. Troland was selected to serve on are the Architectural Technicians Training Committee and the Public Relations Committee.

9. Guest Speakers

a. Mr. Mike Sameria, former Vice President of Engineering, Republic Steel Corporation, delivered two illustrated lectures titled "The New Iron Ore" and "Transcontinental Pipeline for Oil and Gas" on March 6.

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b. Mr. Frank S. Lazure, Product Design Supervisor, Packaging Division, Reynolds Metals Company, spoke to the Advanced Jig and Fixture Design class on January 24.

c. Mr. Fred T. Kurpiel, Technical Representative, American Plywood Association, spoke to the Materials and Methods of Construction class on February 6.

F. NATURAL SCIENCES AND MATHEMATICS DIVISION

The Division of Natural Sciences and Mathematics serves both as a service division and offers four Associate Degree Programs and one Certificate Program. The Division also provides instruction in health and physical education.

1. Mortuary Science

a. Enrollment - During the academic year, 33 new students entered the program. Eight transfer students were able to complete the program in one year, which gave 17 graduates in June, 1974. This was the largest number of students that have graduated in any one year. These will take the National Board and/or the State Board examination in late summer or fall of 1974.

b. National Board Examination - John Tyler now administers the National Board Examination each year in late summer. Nine of the fourteen 1973 graduates passed the Virginia State Board Examination.

c. Student Recognition - Recipient of the Director's Award was James Glensky, as being the outstanding student. The recipients of the Mu Sigma Alpha Award, a national award given through the National Association of Colleges of Mortuary Science for the top ten percent of the graduating class for academic achievement were James Bowdre and Thomas Melvin.

d. Guest Speakers - Guest speakers in the Mortuary Science classes were: Lee Rendon: Champion Company; Joe Holland: Holland-Wilbert Vault Company; John Grivey: Batesville Casket Company; Dr. David K. Wiecking: Chief Medical Examiner of Virginia.

e. Activities of Mr. John Shocklee, Program Head: Cincinnati, Ohio: In October of 1973 attended the meeting of the American Board of Funeral Service Education. New York, New York: In March 1974 attended the American Board meeting and Seminars on Grief at Columbia Medical School. Virginia: Attended Virginia Funeral Directors Association, Educational Conference in Charlottesville in February.

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Attended Virginia Funeral Directors Association Annual Convention in June, 1974,
Attended High School Career Days at Fredericksburg and Colonial Heights High Schools,
Spoke at local civic clubs.

f. Curriculum revisions - The Mortuary Science Curriculum was revised to include more courses related to funeral service.

2. Natural Sciences

a. Chemistry - The laboratory portion of the General Inorganic Chemistry course has been revised to include many innovative methods of relating chemical theory to practical aspects of chemistry. Mrs. Leatrice Kaplan, Assistant Professor of Chemistry, served as a judge at the Virginia Academy of Science for projects in the Junior Academy and also High School Chemistry Papers which were presented.

b. Biology - Mr. Philip Woolf, Instructor of Biology participated in a Drug Abuse Workshop sponsored by the Crater Planning Commission.

c. Geology - A close liaison is maintained with the four-year colleges, especially Washington and Lee and William and Mary. There is close cooperation in lectures, seminars and field trips. Dr. John Funkhouser has given several lectures on Geology and the environment to public schools, clubs and other organizations. He serves as Chairman of the Geology Section of the Virginia Academy of Science.

3. Mathematics

Mr. Vernon Gwaltney, Associate Professor of Mathematics, attended the Annual Convention of the National Council of Teachers of Mathematics held in Atlantic City.

4. Nursing Program

a. Freshman Class - Thirty-five students began the year: There were 6 failures and 3 withdrawals (personal reasons). During the Spring Quarter, one special student (G.N. preparing to retake State Board, enrolled.) During the Summer Quarter, there was one readmission. Beginning Summer Quarter, there were 27 full-time students and one special student: 8 blacks; 19 whites; one being a male.

b. Sophomore Class - Thirty-five began the year: 3 withdrawals (2 for personal reasons, 1 due to illness). Thirty-two graduated in June, 1974: 10 blacks; 21 whites; 1 oriental; one being a male.

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c. Seven Faculty Members - Two with Master's Degrees: one began work on Master's Degree in the Summer of 1974; the other faculty member is beginning her Master's in the Fall 1974.

d. Rosalyn Dance was a student nurse of the year for John Tyler Community College and runner-up for District #3.

e. The faculty attended the following workshops and seminars during the year:

1. N.L.N. Department of Associate Degree Programs
2. Various (3) Psychiatric and Mental Health Workshops
3. Workshop on Cardiac Nursing
4. Workshop on Problem Oriented Charting at McGuire Hospital
5. Nutrition Seminar
6. Consortium of Collegiate Programs in Virginia

f. In 1973, 27 graduates took the State Board of Nursing examination. 21 were successful in passing. This compares with 14 who took and passed the examination in 1972. 31 of the 1974 graduates took the examination in July of 1974. Results of this examination has not been received.

5. Physical Education

a. The Physical Education courses have continued to emphasize lifetime sports. The faculty has continued to be active in professional activities at the local, state, and national levels. Adult leisure time activities is the basis of their philosophy in the Physical Education Department. The courses have been designed to equip the student with the basic skills involved in the different activities so that they can participate and be successful at their own levels.

b. Guest Speakers for the Physical Education Program:
Mr. Chuck Hamm, Assistant Supervisor for Health, Physical Education and Recreation for Virginia, spoke to the various classes.
Mr. Thomas Huband from the Coast Guard Auxiliary spoke to the Angling and Casting class about boating safety.

c. Field Trip - The Angling and Casting class visited the National Fish Hatchery in Charles City, Virginia.

d. Facility Addition - Adequate lighting has been added to the tennis courts. This addition has proven most beneficial in the areas of teaching and learning. This makes our tennis courts one of the better physical education facilities in the V.C.C.S. This will also expand the number of hours the tennis courts are available to the community.

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e. Activities of Mr. Edgar E. Evans, Assistant Professor of Physical Education:

1. Serves as a member of the nominating committee of the Council on Outdoor Education and Camping of the American Association for Health, Physical Education and Recreation and serves as Membership Coordinator for Virginia.
2. Served as a member of the nominating committee for the Community College Section of the Virginia Association for Health, Physical Education and Recreation.
3. Served as a member of the Committee on Modular Facilities for the Community Colleges in Virginia.

f. Activities of Mr. Steve T. Fritton, Instructor of Physical Education:

1. Served as head of the intramural program of John Tyler in football, basketball and baseball.
2. Coordinated "Play Day", held May 18 at John Tyler, which was a day of sport's competition between Paul D. Camp and John Tyler Community Colleges.

6. Food Service Management (Cafeteria)

A new Certificate Program in Food Service Management has been approved for John Tyler Community College. The 43-hour Program has wide appeal to cafeteria employees in the public schools in our service area as well as hospitals and commercial food establishments. During the year, 74 students were enrolled in the nutrition course, which is a required course in the Curriculum.

7. The Division Chairman

a. He attended the American Association of Community and Junior Colleges Convention in Washington, D.C. February 25-26.

b. He served as a member of an evaluation team for the Southern Association of Colleges and Secondary Schools.

G. LEARNING RESOURCES CENTER

1. Audio-Visual Section

a. Video Tape Activity

During the past year we played back 82 hours worth of instructional television programs and recorded 42 hours of instructional programming for various faculty. This includes a total of 99 programs played back and 62 programs recorded.

Record time does not include transporting, setting up, and taking down of equipment where necessary.

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b. Special Support Projects

In addition to the regular duties of the Audio-Visual Center there were several projects worthy of mention which would include the following:

1. Budget Exhibits (74-76)
2. Annual Report (72-73)
3. Orientation Book
4. Student Handbook
5. Speakers Bureau
6. Developmental Studies Reading Program
7. Community Services Courses

We also conducted several workshops and printed brochures to go along with them.

1. Developmental Reading Workshop
2. Dispatcher's and Public Safety Workshop
3. Drug Abuse Workshop

c. Mr. Fox and Mr. White worked with two sections of the Teacher's Aides conducting Audio-Visual instruction for them.

d. Slide/tape presentations were developed for the following:

1. Mr. Birmingham	Reading Program
2. Mr. McLaughlin	English Program
3. Mrs. Bradley	Math Program
4. Mr. Tucker	Developmental Studies Program
5. Mrs. Gates	Sociology Program
6. Mr. Miller	Counseling Program
7. Mr. Walker	Orientation Program

Slide presentation was produced for the Board meeting.

e. The Faculty Handbook was revised in-house this year. We also produced fifteen brochures for various departments, divisions, and workshops.

f. We also produced the Fall, Winter, Spring, and Summer schedules along with the graduation programs and announcements.

g. In our second year with our cassette-tape duplicator, we duplicated 956 cassette tapes for various people.

h. We completed a total of seven questionnaires during the past fiscal year for several colleges, agencies, etc.

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i. Equipment utilization requests for faculty this year totaled 1,857 requests. These figures do not include the Audio-Visual materials used in Audio-Tutorial programs in Nursing or Biology; nor does it include the programs in Developmental Studies in the areas of Math, Reading, and English.

j. This year we processed 80 rolls of film or 1,460 slides and seven rolls of Super 8mm film and prepared 446 transparencies for various staff and personnel.

2. Duplicating Services

The Duplicating Services Staff ran over one million sheets of paper this past fiscal year. This included 53,951 originals, utilizing 1,432,356 sheets of paper at a cost of approximately $4,002.72. This figure is around last fiscal year's Duplicating Services requirements.

3. Learning Laboratory.

This year it is estimated that approximately 400 students received 2,000 hours of instruction in I-26. This does not count Mr. Tucker's other lab classes. All the students were in the Developmental Program, and most of the instruction in I-26 was individualized.

4. Library

The library collection grew during the year to reach the totals given in section (a) below. 2,301 books were added, and in addition the collection has expanded far beyond the boundaries of the traditional book, with many kinds of media available for student and faculty use. Book circulation has increased each year (1678 over 1972/73) and at a time when enrollment has either declined or remained stable. The film collection was well used, not only within John Tyler, but by other community colleges, and by the Richmond Area Film Cooperative. The film collection is one of our greatest assets.

a. Library Collection 1973-74

Books	21,828
Films	246
Microfilm	2,533
Microfiche	5,643
Phonorecords	306
Cassettes	393
Slides	5,926
Transparencies	86
Filmstrips	191
Charts	3
Tapes	562
Maps	17
Film Loops	216
Video Tapes	17
Periodical Subscriptions	327

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b.	Circulation	15,201
c.	Interlibrary Loan	
	Borrowed	35
	Loaned	2
d.	Student Hours	3,689
e.	Film Circulation	923
f.	Budget Expended	
	Books	$51,882
	Periodicals	3,096
	Binding	699

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H. CONTINUING EDUCATION/COMMUNITY SERVICES

1. NON-CREDIT COURSES, WORKSHOPS, AND SEMINARS

During the 1973-74 academic year, 1120 persons were enrolled in the various non-credit courses, workshops, and seminars conducted by John Tyler Community College. As new student data procedures were implemented to accurately record the number of Continuing Education Units (CEU's) awarded during the 1973-74 academic year, the 1120 figure stated includes only those students who satisfactorily completed the various activities. The total number of student contact hours in non-credit activities was 15,201.

During the 1972-73 academic year 750 persons were enrolled in non-credit activities. With 1120 enrolled in 1973-74, the Community Services function of the College shows a growth of 49.3% over the previous academic year.

A complete listing of activities and enrollments by quarter for the 1973-74 academic year follows:

a. Summer Quarter 1973

Activity	Enrollment
Emergency Medical Technician	80
You and Your Dollar	10
Speedwriting	9
Prep (4 sections)	27
Pottery	7
Photography	10
Key Punch	8
Total	151

b. Fall Quarter 1973

Activity	Enrollment
Children's Television Workshop	50
Bridge	10
Interior Design	28
Pottery	17
Photography	11
Painting	30
Astrology	10
Beginning Sign Language	29
Advanced Sign Language	22
Key Punch	26
Current Theory in Management	23
Dimensional Accuracy in Manufacturing (Seminar)	41
Managing Your Job (Department of Welfare and Institutions)	45
Total	342

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c. Winter Quarter 1974

Activity	Enrollment
Beginning Bridge	13
Basic Car Care	16
Darkroom Techniques	12
Sign Language I	25
Sign Language II	22
Sign Language III	16
Guitar	22
Investing for the Beginner	10
Pottery	7
Painting	28
Photography	9
Interior Design	12
Expanding Horizons for Women (Richmond Women on the Way)	3
Greenhouse Operations and Landscaping	19
Public Safety Dispatchers Workshop (Crater Planning District Commission)	52
Technical Report Writing (Allied Chemical)	6
Organizational Development (International Management Council)	10
Developing Subordinates (International Management Council)	26
First Line Supervisory Training	34
Total	342

d. Spring Quarter 1974

Activity	Enrollment
Greenhouse Operations and Landscaping	12
Guitar	16
Darkroom Techniques	10
Chair Caning	17
Sign Language I	21
Sign Language II	11
Sign Language III	13
Communication Perception	6
ABC - Personal Shorthand	9
Technical Report Writing (Allied Chemical)	6
Communications and Motivation	5
Drug Abuse Workshop (Crater Planning District Commission)	147

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Spring Quarter 1974 continued	
Introduction to Motivation	12
Total	285

2. NON-CREDIT ACTIVITIES CONVERTED TO CREDIT COURSES

During the 1973-74 academic year, approximately 11 courses were converted from non-credit to credit courses generating new student enrollments in credit courses of approximately 185 persons.

The College facilities were used for two public meetings concerning the Location and Preliminary Design Study for the New Location for Route I-95. Area citizens in attendance at these meetings numbered approximately 300.

Sign Language classes were expanded from two sequential offerings to three sequential offerings. The Virginia Council for the Deaf and the Virginia Department of Vocational Rehabilitation were contacted and their support and sponsorship of these classes were obtained. Future offerings in Sign Language will be expanded and directed towards Interpreters Certification requirements.

3. PUBLIC RELATIONS PROGRAMS

In addition to regular quarter class schedule announcements placed in area newspapers, the Office of Continuing Education and the Learning Resources Center produced and distributed over 16,000 individual brochures, booklets, flyers, and bulletins concerning the programs and activities of the College.

In addition, several departments within the College became interested in developing similar promotional techniques and materials for their respective areas. With assistance from the Continuing Education Office and the Learning Resources center, approximately 10,000 additional brochures, booklets, and flyers were produced for the Developmental Studies Division, the Counselors, the Student Health Nurse, the Geology department, Educational Services, the Police Science Program, and the Engineering Technologies Division.

4. SPEAKERS BUREAU

For the first time in the history of the College, a Speakers Bureau was assembled, printed, and distributed to every business and industry, civic and professional groups registered with the political entities comprising the College's service area.

The Continuing Education Office received 10 requests for speakers listed in the Speakers Bureau 73-74.

The 1974-75 Speakers Bureau will include regular and part-time faculty and staff, as well as classified personnel who may wish to be included. In addition, the Continuing Education Office has begun compilation of a

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Speakers Bureau of Community Resources, a listing of presentations by representatives of business and industry, or civic and professional groups, who would be willing to participate in the regular instructional programs of the College. It is expected that this approach will help strengthen the community's role as a contributing source in the education of community college students at John Tyler.

5. OFF-CAMPUS COURSES

During the 1973-74 academic year, various credit and non-credit courses were offered at the following locations: Petersburg, Hopewell, Central State Hopsital, Fort Lee, Federal Reformatory, Chesterfield Court House, Allied Chemical - Fibers Division, Surry, Sussex, and Charles City Counties. Courses were also offered at McGuire Veterans Hospital, but insufficient enrollment caused cancellation of these courses.

Officials at the various institutions listed have requested an expansion of offerings during the upcoming academic year.

6. NOTABLE ACHIEVEMENTS

a. Sign Language offerings expanded to 3 courses and coordination established with the Virginia Council for the Deaf and the Virginia Department of Vocational Rehabilitation.

b. Establishment of Drafting Certificate Program at Petersburg Federal Reformatory with 20 full-time students enrolled.

c. Extensive public relations programs conducted by the Continuing Education Office resulted in interest by other College departments inssimilar promotional techniques. An estimated 26,000 individual brochures, flyers, and booklets were produced and distributed during the course of the 1973-74 academic year.

d. The Continuing Education Unit program was implemented effective July 1, 1974. Individual CEU's - 1 CEU equals 10 contact hours in supervised instruction - were awarded to persons enrolled in courses and activities that (1) provide skills and knowledge for occupational improvement or (2) assist in the solution of problems confronting the Commonwealth such as health, education, safety, welfare, environment, etc. For courses and activities that cannot be classified in one of these two categories, institutional CEU's are recorded. Individual folders for persons receiving individual CEU's are maintained by Admissions and Records as required by the Southern Association of Colleges and Schools.

The total number of institutional and individual CEU's awarded during the 1973-74 academic year was 1520.

e. Employment and compensation of part-time faculty in non-credit courses was reorganized to approximately parallel procedures used in hiring part-time faculty for credit courses.

f. The Emergency Medical Technician training program was completed in the Fall of 1973.

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g. Application for recognition of John Tyler Community College as a Servicemen's Opportunity College was forwarded to the American Association of Community and Junior Colleges. This action parallels John Tyler's role in offering a variety of Occupational-Technical Education programs at Fort Lee including Food Service Technology, Police Science, Auto Mechanics, Electricity/Electronics, Brickmasonry, Radio-TV Servicing, Small Appliance Repair, Carpentry, and others.

7. PLANNED EXPANSION OF CONTINUING EDUCATION/COMMUNITY SERVICES PROGRAMS FOR 1974-75.

a. In addition to the Drafting Certificate Program, other regular college credit courses will be offered at the Petersburg Federal Reformatory.

b. A single course offering will be achieved during the Summer Quarter of 1974-75 at McGuire Hospital. Approximately 5 courses will be offered at McGuire Hospital during the Fall Quarter with additional courses offered in future quarters on a continuing basis.

c. Approximately 3 technical training programs will begin at Fort Lee during the Summer Quarter with an expected 6-8 courses on-post during the Fall Quarter.

d. A significant increase in the number of workshops and conferences is planned for the upcoming year. The objective for the 1974-75 academic year is 9 workshops for community residents in various subjects pertaining to health, safety, drug abuse, business, industrial management, etc.

e. Supervisory management courses for staff and courses for patients will be attempted at Central State Hospital during the upcoming year.

f. A program of College Credit for In-Plant Training will be attempted during the 1974-75 academic year. For programs not adaptable to credit hours, non-credit CEU's will be awarded. It is hoped that this program will develop a greater contribution to and participation in the regular programs of the College by area industrial concerns.

g. A Speakers Bureau of Community Resources will be established prior to the beginning of the 1974 Fall Quarter. This document will contain a listing of speakers, and brief descriptions of their presentations, from various community agencies (business, industry, civic and professional groups, etc.) who would contribute their time in speaking to regular classes conducted by the College, thereby increasing the involvement of the community in the education of Tyler students.

h. The Sign Language program will be expanded from three courses to four courses -- all free to participating students. The fourth course to be begun during the 1974 Fall Quarter is Interpreter Training - a course designed to assist individuals prepare for the certification examination administered by the state of Virginia for interpreters of the deaf. The program is jointly sponsored by John Tyler, the Virginia Council for the Deaf, and the Virginia Department of Vocational Rehabilitation.

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i. The Continuing Education Office will attempt to survey residents of outlying communities in the service area to determine possible interests in courses or programs available through the College.

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V. FINANCIAL AND ADMINISTRATIVE SERVICES

A. Summary of Accomplishments

1. Approximately $3.2 million was appropriated by the 1972 General Assembly for the 1972-74 biennium expansion of the College. An additional $219,415 was made available by the counties and cities in the service area of the College for the site development work for the expansion. Following approval of the Master Site Plan, selection of the architect, project criteria, drawings and specifications, the contract for construction was awarded in February 1973.

2. During March of 1973 construction began on a 92,040 gross square foot expansion of the College's Physical Plant. The total estimated cost of these new facilities is $3.4 million—to be completed by Spring 1975.

3. As of June 30, 1974, the College's new buildings were 80 percent complete. The projected occupancy date for these buildings is now January 1975.

4. Approximately $494,000 have been allocated for furniture, movable equipment, and supplies for the College's new buildings. As of June 30, 1974, the College has either placed orders or is in the process of placing orders for 98 percent of the equipment, furniture, and supplies for its new buildings.

5. During March and April 1974 the College installed outdoor lighting on its tennis courts. This lighting will allow the College to offer a full evening tennis program during the Spring, Summer, and Fall.

B. Resource Requirements Prediction Model

Utilizing a program developed by the National Center for Higher Education Management Systems, the workload of the College was adapted to the program and is now undergoing computer trial runs. The workload data includes projected enrollment, teaching loads, faculty rank distribution, salaries, general and administrative costs, credit hours taught, disciplines, programs, ... The program is designed so that, when given projected enrollment by programs and disciplines, it will compute the estimated resources and budget cost for the academic year.

C. Induced Course Load Matrix (ICLM) Generator

The ICLM generator is another program developed by the National Center for Higher Education Management Systems.

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This program is designed to provide quantitive data based upon the student file, such as enrollment by program and discipline, student load, course hours by academic division, and cumulative workload summaries. Some initial work has been done on adapting this program to meet the needs of the College. It will provide the summary data for use in conjunction with the Resource Requirements Prediction Model.

D. Physical Plant

1. The College is composed of three main buildings. Goyne Hall houses the President's Office, Business Office, Admissions Office, Dean of Instruction's Office, Dean of Student Services' Office, Dean of Financial and Administrative Services' Office, and associated services.

2. Godwin Hall includes the Engineering Technologies Division consisting of: Machine Shop, Welding Shop, Materials Laboratory, two drafting rooms, four multi-purpose classrooms, and associated services.

3. The largest building is Bird Hall. This building houses: two chemistry laboratories, electronic laboratory, physics laboratory, geology laboratory, computer laboratory, physical education department, two library rooms, the Audio-Visual facilities, counseling services, faculty offices, classrooms, and some service facilities.

4. Recreational Facilities. The campus provides space and facilities for many recreational pursuits. The campus contains an intramural football field, a softball diamond, four tennis courts, a small blacktop basketball court, an archery range, and space for physical education activities such as angling and casting. Several picnic tables and benches are located in the proximity of the buildings of the College.

E. Campus Development

1. The expansion of physical facilities under construction will provide for a two-story Learning Resources Building and an addition to the present Godwin Hall.

2. The first floor of the Learning Resources Building will contain Biology, Nursing, Police Science, Mortuary Science, and Learning Laboratories. The Student Services offices will also be located on this floor. The second floor will mainly be the new library which will have diversified reading rooms, listening and microfilm rooms, a film room, and a reference room. Also included on this floor will be classrooms and faculty offices of the Division of Communications and Social Sciences.

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3. The Godwin Hall addition will contain an Automotive Laboratory, two Drafting Laboratories, an Electronics Laboratory and faculty offices.

4. Renovations within the College's existing buildings occasioned by our building project will result in the following changes in the College's existing plant.

   a. Doubling the floorspace of the College Business Office.

   b. Increasing the available office space of the Dean of Instruction.

   c. Four new classrooms will be created from the area formerly occupied by the College Library.

   d. A former classroom and administrative service area will be converted to men's and women's locker rooms.

   e. Expanded office space for the Director of Continuing Education.

   f. Immediate elimination of two of the College's trailers or temporary buildings.

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F. COST PER FULL TIME EQUIVALENT STUDENT (FTE)* —

	1973-74	1972-73	1971-72	1970-71	1969-70	5-Year Average
Total Expenditures ($000)	$2,004	$1,775	$1,737	$1,481	$1,414	$1,682
Number FTE	1,224	1,265	1,458	1,362	1,288	1,319
Cost Per FTE	$1,637	$1,403	$1,191	$1,087	$1,098	$1,283
Cost Per FTE All Community Colleges	NA	NA	$1,171	$1,113	$1,137	$1,140 (3-Year Average)

1. In the first three years of operation, the cost per FTE was below the System average; in academic year 1971-72 the cost was $20 above the system average. Cost per FTE data has not been published by the State Council of Higher Education for the past two years.

2. The rise in cost per FTE which began in 1972-73 continues due to an enrollment decline from 1972-73 to 1973-74 of 3.2 percent and a decline in credit hours taken per student from 10.26 in 1972-73 to 9.10.

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*Source: Report on Student Enrollment, Fall 1972, Tables 7 and 11, and Financing Virginia's Colleges, Table 8, State Council of Higher Education, dated March 1973 and May 1973 respectively. Data also included from the College's enrollment and financial records.

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G. COST PER FTE BY FUNCTIONAL AREA

1. Cost of Instruction Per FTE

	1973-74	1972-73	1971-72	1970-71	1969-70
John Tyler Community College	$1,041.37	$897.83	$688.82	$631.12	$674.32
Community College System Average	NA	NA	710.22	682.22	716.63

2. Cost of General Administration, Student Services, and General Expense Per FTE

	1973-74	1972-73	1971-72	1970-71	1969-70
John Tyler Community College	$311.60	$269.24	$213.77	$202.84	$275.30
Community College System Average	NA	NA	259.95	218.08	223.72

3. Library - Cost Per FTE

	1973-74	1972-73	1971-72	1970-71	1969-70
John Tyler Community College	$83.80	$67.15	$63.74	$89.09	$71.37
Community College System Average	NA	NA	64.80	84.48	80.02

4. Physical Plant - Cost Per FTE

	1973-74	1972-73	1971-72	1970-71	1969-70
John Tyler Community College	$178.68	$149.06	$128.32	$117.02	$120.51
Community College System Average	NA	NA	111.33	106.20	100.06

NA - Not Available

The cost per FTE by Key functional area in contrast with the Community College System averages was below in seven of the twelve periods compared. In the five periods in which the cost exceeded the System Average, four of these were less than $20 per FTE and one was in excess of $50. Community College System average expenditure per FTE for 1972-73 and 1973-74 was not available at the time this report was prepared.

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Cost per FTE is a function of enrollment and number of credit hours taken by the student. It is an area in which continued emphasis must be placed to keep the cost at the lowest consistent with fulfilling the purposes of the College. Evaluation must be made by comparison with the System average or with a community college of like characteristics. It is an area in which a standard is difficult to establish because of the differences not only in service areas but in curriculum and course offerings among the community colleges, compounded by the problem of projecting enrollment upon which resources are committed. Efforts are being made, however, to establish a method by which the determination of resources can be forecasted in terms of cost based upon curriculum offerings, projected enrollment by degree and certificate programs, and special program needs of the part-time students. Workload used for this forecast will be based upon projected enrollment translated into credit hours by discipline, faculty mix, faculty cost, and costs of General Administration, Student Services, and General Expense.

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H. FINANCIAL SUMMARY STATEMENTS

John Tyler Community College
Educational and General and Auxiliary Enterprise Income
Fiscal Years Ending June 30, 1974, 1973, 1972

Income Source	1974	1973	1972
State Appropriation	$1,674,036	$1,416,752	$1,309,090
Tuition and Fees	330,046	346,951	303,159
Other Income	19,646	24,418	16,115
TOTAL	$2,023,728	$1,788,121	$1,628,364

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H. FINANCIAL SUMMARY STATEMENTS (Cont.)

John Tyler Community College
Educational and General Expenditures
Fiscal Years Ending June 30, 1974, 1973, 1972

Expenditure Classification	1974	1973	1972
General Administration	$ 123,693	$ 97,452	$ 77,957
Student Services	176,161	168,586	150,734
General Expense	81,543	74,562	82,991
Instruction	1,274,639	1,135,761	1,004,298
Library	102,567	84,942	92,931
Physical Plant	218,700	188,562	187,096
Community Service	26,619	24,879	20,309
TOTAL	$2,003,922	$1,774,744	$1,616,316

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H. FINANCIAL SUMMARY STATEMENTS (Cont.)

John Tyler Community College
Capital Outlay Revenue and Expenditure
Fiscal Years Ending June 30, 1974, 1973, 1972

Income Source Expenditure Classification	1974	1973	1972
INCOME			
Local Funds	$ 219,415	$ 219,415	$ 219,415
State-General Funds	3,172,530	3,172,530	3,172,530
Total Funds Available	$3,391,945	$3,391,945	$3,391,945
EXPENDITURES			
Architect's Fees	$ -	$ -	$ -
Building	1,747,392	62,866	-
Equipment	49,860	-	-
Site Improvement	126,198	43,373	-
Other	18,458	7,239	-
Total Funds Expended	$1,941,908	$ 113,478	$ -
BALANCE	$1,450,037	$3,278,467	$3,391,945

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H. FINANCIAL SUMMARY STATEMENTS (Cont.)

John Tyler Community College
Expenditure by Function
Fiscal Years Ending June 30, 1974, 1973, 1972

Expenditure Classification	June 30, 1974	%	June 30, 1973	%	June 30, 1972	%
Educational and General						
Instruction-Regular Session	$1,167,439	58.3	$1,049,024	59.1	$ 905,765	56.0
Instruction-Summer Session	107,200	5.3	86,737	4.9	98,525	6.1
General Administration	123,693	6.2	97,452	5.5	77,957	4.8
Student Services-Admin.	81,440	4.1	72,678	4.1	71,620	4.4
Guidance and Counseling	75,866	3.8	72,125	4.1	55,860	3.5
Financial Aid	18,855	.9	17,853	1.0	17,963	1.1
Work-Study Program	--	--*	5,930	0.3	5,286	0.3
General Expense	81,543	4.1	74,562	4.2	82,991	5.1
Library	102,567	5.1	84,942	4.8	92,931	5.8
Community Service	26,619	1.3	24,879	1.4	20,309	1.3
Physical Plant	218,700	10.9	188,562	10.6	187,096	11.6
TOTAL	$2,003,922	100.00	$1,774,744	100.00	$1,616,316	100.00
Auxiliary Enterprises	$ 10,814		$ 8,716		$ 5,178	
Student Financial Aid	99,775		110,782		122,304	

*College Work-Study Program matching funds for 1973-74 totalled $5,387 and was funded from State Student Financial Aid Grant.

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H. FINANCIAL SUMMARY STATEMENTS (Cont.)

John Tyler Community College
Educational and General Percentage Budget Guidelines Compared to Percentage Expenditure
Fiscal Years Ending June 30, 1974, 1973, 1972

Expenditure Classification	Guideline Percentage	1974 Percentage	1973 Percentage	1972 Percentage
General Administration	2-6	6.2	5.5	4.8
Student Services	6-12	8.8	9.5	9.3
General Expense	2-6	4.1	4.2	5.1
Instruction (Including Summer Session)	60-70	63.6	64.0	62.1
Library	5-6	5.1	4.8	5.8
Community Service	1-3	1.3	1.4	1.3
Physical Plant	7-12	10.9	10.6	11.6
Student Wages (Work-Study Program)	$7.50 per FTE	$4.70	$4.50	$3.61
Percentage Totals	83-115	100.0	100.0	100.0

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VI. STUDENT SERVICES

Student Services is that segment of the John Tyler Community College program which is responsible for: Admissions and Records, Counseling Services, Student Activities, Student Health Services, Financial Aid to students and Placement. The Dean of Student Services is responsible to the President of the College for the planning, development, supervision and evaluation of the program of services to students.

During the 73-74 academic year the student services staff consisted of nine professionals and ten para-professionals.

A Student Services Staff meeting was held weekly throughout the year for continual planning, coordination, and evaluation of the Student Services program.

The culminating student activity of the 1973-74 academic year was the graduation exercises held on June 15, 1974 at which time 186 awards were presented.

The Dean of Student Services is most grateful to the Graduation Committee chaired by William Wyatt, for making this event the highlight of the year.

The remainder of this report is in two parts: first in order to give the reader some idea of why Student Services is such a fascinating part of John Tyler Community College, a few human interest stories are related that describe students with whom it has been our pleasure to work during the past year; second the individual reports of the SECTIONS of Student Services elaborate on the year's activities in each area of responsibility.

A. Human Interest Stories

B. Section Reports

1. Admissions and Records
2. Counseling Services
3. Financial Aid
4. Job Placement Services
5. Student Activities
6. Student Health Service

A. HUMAN INTEREST STORIES

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LOUISE A. WILSON - 35 years old, female, mother of three, graduated with a double major in Accounting and Business Management. She was a member of Phi Theta Kappa, elected to Who's Who Among Students in American Junior Colleges, and graduated Summa Cum Laude with a grade point average of 3.89.

MELVIN C. WEST - 40 years old, male, began at John Tyler in the Fall Quarter 1967. Attended evening classes only while working full-time at Allied Chemical. Elected to Who's Who Among Students in American Junior Colleges and graduated Cum Laude in Industrial Technology with a grade point average of 3.44.

JAMES B. BOWDRE - 26 years old, male, commuted 120 miles daily to complete the Mortuary Science Program. James had a Master's Degree in Vocational Education when he matriculated at John Tyler. He worked full-time and with credits transferred was able to complete the program here in one year. He was a member of Phi Theta Kappa, elected to Who's Who Among Students in American Junior Colleges, and graduated Summa Cum Laude with a grade point average of 3.93.

DAVID W. BRUCE - 19 years old, male, graduated Summa Cum Laude with a 3.86 grade point average in Pre-Science. David was a member of Phi Theta Kappa, elected to Who's Who Among Students in American Junior Colleges and was appointed to the United States Naval Academy beginning in July, 1974.

WILLIAM R. BESS - 30 years old, male, veteran, and former police officer, came to John Tyler part-time to earn a degree in Police Science. Became interested in law, attended full-time, changed major to Liberal Arts, transferring to William and Mary with plans to attend the Marshall-Wythe Law School there. William was a member of Phi Theta Kappa, elected to Who's Who Among Students in American Junior Colleges, and graduated Cum Laude with a 3.43 grade point average.

ALPHONSO E. RANSOME - 44 years old, male, veteran, graduated in Nursing Magna Cum Laude with a grade point average of 3.62. Al is married, has two sons and is interested in Orthopedic Nursing. Communited daily from Burkeville, Virginia, a distance of approximately 60 miles one way, for the two years it took to complete the program.

JO SYLVIA SMITH - 26 years old, female, graduated in Nursing Magna Cum Laude with a grade point average of 3.56. She is a member of Phi Theta Kappa. Sylvia is single and has been self-supporting during her 3 years of attendance at John Tyler, which meant that she had to work in addition to attending school as a full-time student. Her special interest is Physical Therapy.

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B. SECTION REPORTS

1. ADMISSIONS AND RECORDS

a. GRADUATES

A. A. S.

Accounting	7
Architectural Technology	0
Business Management	27
Chemical Technology	1
Data Processing Technology	13
Electronic Technology	13
Industrial Technology	4
Law Enforcement	10
Mechanical Technology	2
Mortuary Science	18
Nursing	32
Secretarial Science	12
Total	139

A. A.

Liberal Arts	8

A. S.

Business Administration	4
Pre-Engineering	1
Pre-Science	7
Pre-Teach	11
Total	31

CERTIFICATES

Key Punch	0
Computer Operator	3
Drafting	4
Machine Operator & Machinist	3
Welding	4
Instructional Aide	2
Total	16
Total Awards	186

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b. STUDENT INFORMATION

1. QUARTERLY ENROLLMENTS

		Headcount 1973		1974		FTE 1973		1974
Summer	(1972)	702	(73)	742	(72)	399	(73)	396
Fall	(1972)	1881	(73)	2034	(72)	1278	(73)	1234
Winter	(1973)	1846	(74)	1793	(73)	1190	(74)	1075
Spring	(1973)	1738	(74)	1901	(73)	1092	(74)	1011

2. ENROLLMENT BY POLITICAL SUB-DIVISIONS

Primary Service Area	Summer 72	Summer 73	Fall 72	Fall 73	Winter 73	Winter 74	Spring 73	Spring 74
Amelia	3	1	14	10	11	9	8	7
Charles City	5	6	6	5	7	6	7	5
Chesterfield	163	177	493	603	464	541	451	576
Dinwiddie	8	16	43	47	44	30	44	40
Prince George	30	27	57	73	59	51	52	50
Surry	2	7	12	17	11	19	10	28
Sussex	2	6	10	17	12	13	10	10
Colonial Heights	31	50	108	126	100	104	94	142
Hopewell	61	53	126	193	144	173	133	166
Petersburg	951	113	254	106	248	304	252	343
South Richmond	97	45	255	198	204	131	169	74
Total	497	501	1378	1595	1304	1381	1230	1441
% of Total	70%	68%	73%	78%	70%	77%	70%	76%
Other Va. Residents	189	221	450	381	493	371	462	423
Out-of-State	15	19	50	58	44	39	42	37
Foreign	1	1	3	1	5	0	4	0
Total	702	742	1881	2034	1846	1793	1738	1901

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c. ENROLLMENT BY CURRICULUM

A. A. S.	Summer		Fall		Winter		Spring	
	72	73	72	73	73	74	73	74
Accounting	12	22	34	47	31	41	37	41
Architectural Technology	5	1	26	19	16	18	17	18
Business Management	53	39	115	143	119	134	128	128
Chemical Technology	1	2	5	4	8	3	6	3
Data Processing Technology	39	30	85	63	68	58	67	58
Electronic Technology	21	10	44	38	35	43	34	39
Industrial Technology	5	2	15	13	10	10	14	9
Mechanical Technology	4	3	20	25	18	19	13	20
Mortuary Science	9	18	45	49	40	47	36	53
Nursing	45	38	82	74	66	66	61	62
Police Science	16	14	53	49	63	33	49	72
Secretarial Science	21	15	65	55	54	49	63	57
Total A. A. S.	231	194	589	579	528	551	525	560
CERTIFICATES								
Key Punch	2	0	0	0	0	1	0	0
Computer Operator	3	0	7	0	8	0	10	0
Drafting	4	7	4	11	8	8	8	7
Machine Oper.&Machinist	9	8	15	9	13	11	7	7
Welding	5	5	8	10	12	7	8	4
Instructional Aide	29	1	28	11	25	41	25	45
Total Certificates	52	21	80	41	84	68	76	63

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A. A.	Summer 72	73	Fall 72	73	Winter 73	74	Spring 73	74
Liberal Arts	31	31	86	64	67	62	74	61
A. S.								
Business Administration	43	42	120	86	103	88	100	79
Pre-Engineering	6	7	24	19	21	21	19	17
Pre-Science	20	19	63	55	58	46	56	42
Pre-Teach	26	14	65	49	68	41	63	49
Total	126	113	358	275	317	258	312	248
Other								
Foundations	37	117	112	344	197	285	210	225
Special	256	297	742	795	720	631	615	805
Total	293	414	854	1139	917	916	825	1030
Full Time	244	234	915	806	840	703	755	615
Part Time	458	508	966	1228	1006	1090	983	1286
Freshman		597		1698		1467		1513
Sophomore		145		336		325		388
Summation								
Headcount	702	742	1881	2034	1846	1793	1738	1901
Student Credit Hrs.	5991	5951	19,172	18,513	17,993	16,130	16,369	15,170
F. T. E.	399	396	1278	1234	1190	1075	1092	1011

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d. SPECIAL SERVICES

(1) Veterans

An average of 425 veterans attended John Tyler thru the 73-74 year. Over 4,000 forms were submitted to the VA to certify their attendance.

(2) Catalogs

The official College Catalog is distributed through the Admissions and Records office. Ten thousand catalogs were distributed during 73-74 with over 5,000 mailed on request. Five hundred names are kept on a permanent mailing list and catalogs are mailed to recently discharged servicemen whose names are supplied by the Veterans Administration.

(3) Transcripts and Grades

846 original transcript requests were filled with approximately 350 final quarter grade records sent in addition. The bulk of these requests continue to go to Virginia Commonwealth University, Virginia State College, Virginia Polytechnic Institute and State Un., University of Richmond and Old Dominion University. Quarterly grades are sent to the Vocational Rehabilitation Counselors and the Veterans Administration Rehabilitation Counselor.

(4) Grade Changes

356 grade changes were recorded and copies mailed to students. A new procedure was developed for grade changes which are made after the quarter following the original issuance. The reason for the late grade change has to be submitted by the instructor and approval given by the Division Chairman and Dean of Instruction before it can be recorded in the student's record.

(5) Add-Drops

1780 add-drops were processed.

(6) Registration

6470 students registered during 73-74 which is an increase of 303 over last year. 122 hours were devoted to registration and this was a decrease of 68 hours. It was felt by our personnel that this was an improvement in use of time. Quarterly schedules were distributed for each registration and 18 addendums containing an average of 30 changes to the schedule were made.

(7) Applications

2261 applications were received and processed. 1712 new students enrolled.

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d. SPECIAL SERVICES(con't)

(8) Transcript Evaluations

320 transcript evaluations were processed. There has been a marked improvement in time element between the evaluation request and reply since four Division Chairmen started doing the evaluations in contrast to the one counselor who had been handling all the requests.

(9) 195 graduation applications were submitted, processed and distributed. There were 186 successful completions.

e. MEETINGS

VACRAO - Virginia Beach - December 1973

Workshop for Veterans's Affairs - Virginia State College March 1974

American Association of Collegiate Registrars and Admissions Officers Annual national meeting - Atlanta, Georgia - April 1974

Workshop - John Tyler Community College - January 1974
Continuing Education Unit.

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2. Counseling Services

a. Introduction

The 1973-74 fiscal year began with the resignation of one staff member and the hiring of his replacement. Early in the year an evaluative study of career information in the College was conducted. Materials and equipment needed for the establishment of a career information library in the Counseling Center were selected and some were purchased in order for them to be on hand when the new building is ready for occupancy.

The counselors conducted several workshops on campus and attended several workshops around the State in addition to their regular duties as counselors. This report will reflect a wide variety of activities engaged in by the counselors during the year. Following are some of the highlights of these activities.

b. Counseling Activities

(1) A series of mini-workshops was held in February, March, and April for representative counselors and students from the service area high schools. These workshops were informal luncheons followed by open group discussions of topics of special interest to the high school counselors and students.

(2) Personal counseling was an important part of the counselors' work load.

(3) Telephone calls from people seeking information and personal help, faculty-counselor conferences, consultations, and orientation classes took another large portion of the counselors' time.

(4) Counselors participated in programs concerning post-secondary education for area high schools.

(5) New student and prospective student counseling interviews exceeded 2500 for the fiscal year. Total personal contacts for the counseling staff would, by a reasonable estimate, exceed 15,000.

(6) The Coordinator continued to work with the Pre-Release Center, Chesterfield County Corrections, in an attempt to acquaint the about-to-be-released inmates with the educational opportunities in the Community College System. The Pre-Release Program was phased out, thus the College activity ended about mid-way through the year.

(7) Counselors participated in College-Night Programs in area high schools and visited and maintained frequent contact with high school counselors.

(8) Different individuals on the counseling staff have participated as group facilitators in workshops across the State.

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(9) Counseling Services worked closely with the Department of Vocational Rehabilitation regarding their sponsored students.

(10) Counseling Services assisted with several off-campus programs, testing, and evaluating students.

c. Testing

Number of applicants who registered for the Comparative Guidance and Placement Program (CGP)	485
Number of applicants tested (CGP)	371
Strong Vocational Interest Inventory Tests	85

d. Contacts with High Schools

Visits to high schools	16
Articulation visits to colleges	12
Telephone contacts with high schools	Weekly

e. Professional Meetings and Conferences

	Persons	Days
New Dimensions in the Career Development of Women	1	4
American College Personnel Association Convention	1	4
Health Careers Seminar	1	1
American Personnel and Guidance Association Convention	1	4
Eastern Region Virginia Community College System Counselors' Workshops (2)	5	2
Community College Articulation Workshop, University of Virginia, Charlottesville	3	1
Life Career Development System Workshop	3	2
Virginia Guidance Conference, Charlottesville	1	1
New Faculty Orientation, Thomas Nelson Community College	1	1
Eastern Region Advisory Council	1	5
Virginia Personnel and Guidance Association Convention	2	1
Northern Virginia Community College Career Information Center	2	1

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	Persons	Days
National Orientation Conference	2	3
Indiana University Graduate Post-Session, Honolulu	1	6
Community College Extern Program, Virginia Polytechnic Institute and State University	1	18
Counselors' Planning Workshop, Charlottesville	1	1
Articulation Meeting, Virginia Commonwealth University	1	1
State 4-H Congress, Blacksburg	1	2
Developmental Workshop	1	2
State SGA Workshop (Facilitator)	1	2
Communication Workshop for Classified Employees at Northern Virginia Community College (Facilitator)	1	1
Cognitive Style Mapping Workshop	2	2
Educators' Workshop-The New Army, Fort Lee	1	2
Northern Region Counselors' Workshop	1	1
Legal Aspects of Personnel Administration	1	2

f. Special Features

(1) The Coordinator of Counseling organized, under the auspices of Virginia Polytechnic Institute and State University, a course on Occupational-Technical Education in the Community College which was taught on campus during the Fall Quarter 1973. Twelve faculty and one counselor from John Tyler Community College and three staff members of three neighboring community colleges enrolled in the three-credit course.

(2) All of the counselors were enrolled in graduate courses during the year. Three earned three credits each and two earned nine credits each.

(3) Counselor assignment to academic divisions was increased from one to three quarters to facilitate the continuum of communication between counseling and instruction.

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(4) Counselors made plans and ordered materials for a Career Information Center to be located in the Counseling Center in the new building.

(5) One member of the counseling staff was granted educational leave for the 1974-75 fiscal year.

(6) A special Orientation Day program was held for new incoming summer school students under the leadership of Mrs. Joan Walker, counselor.

(7) The Coordinator participated in the beginning of several off-campus programs by testing and counseling the participants.

(8) Counselors served as group facilitators in workshops around the State.

(9) Coordinator hosted articulation meeting with representatives from Virginia State College.

3. Financial Aid Services

The College wishes to see that no qualified student is denied college attendance because of lack of money.

The financial aid program at John Tyler takes various forms. These programs are supported financially by the Federal Government, State Government, local organizations and our own local supporting cities and counties.

Table #1 lists all of these programs, the expenditures made from them and the number of students assisted during the 1974 Fiscal Year.

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TABLE I

FINANCIAL ASSISTANCE TO STUDENTS - FISCAL YEAR 1974

Type of Aid	Total Aid Awarded	No. of Students Assisted	Average Aid Per Student
National Direct Student Loan	$15,066.00	51	$295.00
College Work Study Program	32,275.00	52	621.00
Supplemental Ed. Opp. Grant	8,137.00	33	247.00
Basic Ed. Opp. Grant	9,926.00	35	284.00
Nursing Student Loan	13,000.00	21	619.00
Nursing Student Scholarship	2,850.00	6	475.00
Law Enforcement Ed. Program	5,825.00	38	153.00
State Tuition Grant	9,204.00	55	167.00
Local Scholarships	375.00	2	188.00
*State Teachers Scholarship	450.00	2	225.00

*This Scholarship loan program is administered by the Virginia State Department of Education. The Institution accepts applications from students and forwards its recommendations to the Department of Education. Final approval of recipients is made by the Department of Education.

4. Job Placement Services

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The Placement Office of John Tyler Community College assists students in obtaining part-time and full-time employment, offers vocational guidance, assists students in preparing resumes, acquaints students with interviewing techniques and maintains continuous contact with employers.

Representatives of the various industries, State Employment Service, Professions and the State and Federal Government are invited to the college to interview students for full-time employment. In many cases students are referred directly to employers because of our limited facilities to hold on-campus interviews.

We also invited and had some representatives speak to classes about career choices and employment opportunities.

Some of the companies that interviewed our students for full-time employment this year both on and off the campus were:

Internal Revenue Service
Newport News Shipbuilding and Dry Dock
Commonwealth of Virginia
Virginia Department of Community Colleges
Virginia Employment Commission
The Bank of Virginia
United Virginia Bank
C & P Telephone Company
Virginia Electric and Power Company
Brenco Incorporated
Philip Morris, Incorporated
Richmond Newspapers, Incorporated
Federal Reserve Bank
Allied Chemical Company
Dupont Chemical Company
Overnite Transportation
Prudential Life Insurance Company

A sampling taken of offers made to our graduates would indicate that a student from John Tyler could expect from $490/mo. for a graduate in the Secretarial Science Program up to and including $700/mo. for a graduate in some of the Technology Programs.

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Professional Meetings Attended This Year - Financial Aid and Placement Officer

July 19, 1973, Tidewater Community College, Portsmouth, Virginia - Basic Educational Opportunity Grants Program Regional Meeting.

September 9-10, 1973, University of Virginia, Charlottesville, Virginia - Virginia Association of Student Financial Aid Administrators - Fall Workshop.

February 11, 1974, Division of Justice and Crime Prevention, Richmond, Virginia - Regional LEAA Program Meeting to discuss LEEP.

April 3, 1974, University of Richmond, Richmond, Virginia - State Trainers Workshop for BEOG Program.

April 16, 1974, Virginia State College, Petersburg, Virginia - State Education Assistance Authority Meeting to discuss Guaranteed Loan Program.

May 8-10, 1974, The Mariner Resort Motor Inn, Virginia Beach, Virginia - Virginia Association of Student Financial Aid Administrators' Annual Spring Meeting.

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5. Student Activities

Football Clinic
Bloodmobiles
Drug Abuse-Dr. Cohen
S.G.A. Fall Quarter Outdoor Concert
Paperback Book Exchange
Thanksgiving Food Basket Drive
S.G.A. Christmas-Dinner Dance
Christmas Food Basket Drive
S.G.A. Coffee and Doughnut Hour
Pi Sigma Phi Dance
Afro Club Sweetheart Dance
Bake Sale
S.G.A. Election
Counsel of the Presidents Luncheon
S.G.A. Spring Quarter Outdoor Concert
Basketball Clinic
Softball Clinic
S.G.A. Picnic
Concert-Urban and Dontas, Alberta Blue
Concert-Soul Movement
Friendship Week--Fall Quarter
Friendship Week--Winter Quarter
Friendship Week--Spring Quarter
Tyler-Paul D. Camp Playday
Political Speaker-Howard Carwile
Political Speaker-Atty. General Miller
Journalism Workshop
Intramural Basketball
Intramural Softball
Intramural Pool
Intramural Horseshoes
Intramural Football (touch)
Intramural Bowling
Intramural Tennis
Intramural Table Tennis
Graduation Exercises
Who's Who Selection
Senate Elections-Fall
Student Judicial Board Elections-Fall
S.G.A. Movie-High Plains Drifters
S.G.A. Movie-Mao's China
S.G.A. Movie-Richard
S.G.A. Candy Man Day
S.G.A. Movie-Daddy's Gone A Hunting
S.G.A. Movie-Birth Of A Nation
S.G.A. Speaker-Dr. Higgins
S.G.A. Speaker-Kaarlo R. Tuomi
S.G.A. Speaker-Dr. Rafii

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Student Activities (cont)

S.G.A. Luncheons
S.G.A. Gift Pax Day
S.G.A. Movie-Slaughterhouse Five
S.G.A. Speaker-Dr. Funkhouser
S.G.A. Officer Elections
Student Orientation for the Fall Quarter
Student Orientation for the Winter Quarter
Student Orientation for the Spring Quarter
Student Orientation for the Summer Quarter
S.G.A. Movie-The Nelson Affair
Ring Day
S.G.A. Awards Night Banquet

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a. COORDINATOR OF STUDENT ACTIVITIES

A variety of professional meetings and conventions were attended during this past year by the Coordinator of Student Activities:

Entertainment Workshop in Atlanta, Georgia

Randolph-Macon College Talent Display--Richmond, Virginia

Virginia State College and Virginia Commonwealth University meetings with the Directors of Student Activities

b. CAMPUS CLUBS AND ORGANIZATIONS

African Student Association
Pi Sigma Phi
Pi Sigma Eta
Veterans Club
Chess Club
Phi Theta Kappa
Phi Beta Lambda
Student Nurses
Tyleration
Student Senate
Judicial Board
Sigma Beta Pi
Lambda Alpha Epsilon
Executive Council

c. STUDENT GOVERNMENT ASSOCIATION

The Student Government Association handles the planning of most of the cultural and social activities for the student body with the Coordinator of Student Activities handling the administrative procedures.

d. HIGHLIGHTS OF THE YEAR

The S.G.A. Administration of Robert Jones accomplished several firsts during the school year:

1) S.G.A. Guest Speaker Series

2) S.G.A. Cultural Film Series

3) S.G.A. Candy Man Day

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4) Membership in the National Entertainment Conference and the Association of College Unions International

5) S.G.A. trips to the national conventions of the N.E.C. and the ACU-I

6) John Tyler-Paul D. Camp Playday picnic-concert

7) Second Annual Candlelight Christmas-Dinner Dance

8) Folk-Rock Concert in the student lounge

9) Musical concert presented by a band from Central State Hospital

10) S.G.A. Awards Night Banquet in the student lounge with the College's President attending and Coach Chuck Noe as the guest speaker

e. PUBLICATIONS

The publications distributed this year included:

Publication	Number of Issues
1. Student Newsletter	30
2. Tyleration (newspaper)	3
3. Literary Magazine	1

The Student Newsletter was issued weekly by the Coordinator of Student Activities.

The Tyleration, Student Newspaper, was published three times during the school year and distributed at no charge to students and faculty.

A literary magazine was published for the first time in Tyler's history during the spring quarter under the sponsorship of Mr. Earl Pauley, and was distributed at no charge to students and faculty.

Some student groups which failed to hold student interest and were placed on the inactive list. These are as follows:

Chess Club
Pi Sigma Phi
Sigma Beta Pi

Publications (cont) -

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Special Recognition:

1) Phi Beta Lambda received state and national recognition when Miss Shirley Carter placed first in state-wide competition in Secretarial Science.

2) The Tau Rho Chapter of John Tyler hosted the State Convention of Phi Theta Kappa in March, 1974.

3) Robert Jones, S.G.A. President, attended the National Entertainment Convention in Houston, Texas in February 1974. The trip was a first for John Tyler and gave the school representation at a national convention.

4) Timothy Thweatt, Jr., S.G.A. Vice President, attended the Association of College Unions International in Toronto, Montreal, Canada, March of 1974. The trip was a first for John Tyler and gave the school representation at a national convention.

f. INTRAMURALS

The Intramural Program saw an increase in student participation this year. Intramural competition was held in the following sports:

Horseshoes
Table Tennis
Billiards
Football (flag)
Softball
Bowling
Basketball
Tennis

The Student Government furnished the trophies for the first place winners in each sport. Plans are under way to include foosball in next year's intramural program (pinball game).

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6. STUDENT HEALTH SERVICE

The John Tyler Community College Student Health Service had an extremely successful second year. The number of people visiting the Health Service increased from seven hundred forty (740) during the 1972-1973 fiscal year to one thousand four hundred eighteen (1,418) persons during the 1973-1974 fiscal year.

Several new health programs were added such as the Tuberculin PPD tests and Sickle Cell Anemia Tests. These programs along with the Bloodmobile will be annual events sponsored by the Student Health Service.

Dave Richards was given a space in the Health Service for the purpose of offering Psychological Counseling. One hundred seventy (170) students and employees took advantage of this service. A Crisis Intervention Center is being planned for the new Student Health Service.

The new Health Service will have more space and it is hoped that a Hypertension Clinic can be opened at this time.

Below are listed the activities for the 1973-1974 fiscal year:

Courses Taught

Cardio-Pulmonary Resuscitation (CPR)
Prince George Fire Department (1)
John Tyler Nursing Students (Sophomore Class) (2)
Bon Air Fire Department (1)

Drug Abuse Control Workshop

First Aid and Custody Procedures for Overdose Orientation Class

Meetings

(2) Nursing Committee - Chesterfield County Chapter, American Red Cross, Chesterfield County Nursing Home.

(2) Blood Committee - Chesterfield County Chapter, American Red Cross, Chesterfield Chapter House.

(4) WWBT Bloodmobile - Nursing Services Committee
(2) Chesterfield County Chapter House
(1) Henrico Chapter House
(1) WWBT Studio's

(1) V.C. C. S. Regional Drug Abuse Control - Thomas Nelson Community College, Hampton, Virginia

(1) Regional Caucus - Drug Abuse Control - Branch House, Richmond

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Activities:

(1) Bloodmobile - 89 students/employees
(1) PPD Tuberculin Tests - 102 students/employees
(1) Sickle Cell Tests - 80 students/employees

Guest Speakers:

Jim Price	- Regional Organ Procurement Program MCV Hospital and Jaycees
Florence Cooper	- Virginia Sickle Cell Anemia Awareness Program. Program Director.

Appointments and Awards:

Louise L. Clark, M. D.	- Award for Outstanding Support of John Tyler Community College Health Services. Award Banquet of 1974.
Mary Blackwell, R.N.	- CPR Committee Richmond Area Heart Association Board of Directors (1974 - 1976) Richmond Area Heart Association Instructor Status Renewed - CPR (1974-1975) Virginia Area Heart Association Board of Directors (1974 - 1977) Chesterfield County Chapter American Red Cross Nursing Services Chairman (1974) WWBT Bloodmobile Chesterfield County Chapter American Red Cross College Representative Regional V.C.C.S. Drug Abuse Control Committee
College	- Bloodmobile Trophy - For Outstanding Support of Blood Program 1973 - 1974.

Totals (1973 - 1974):

Hearing and Vision Test (students/employees)	- 210
Crisis Counseling [Dave Richards](students/employees)	- 170
Student Visits	- 596
Employee Visits	- 442
	1,418